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ABSTRACT

Based on information collected via colloquia, questionnaires, and interviews conducted during spring 1990, this report details the history of global and intercultural education efforts and programs at Santa Rosa Junior College (SRJC), reviews similar efforts at other institutions, and presents recommendations for ensuring the future growth of SRJC's programs. Following an overview and summary of recommendations, section I presents a profile of SRJC and reviews the college's past global and intercultural education endeavors. Section II reviews global and intercultural studies efforts at Sonoma State University, including its North Bay International Studies Program; describes nationally recognized programs at other community colleges; and discusses the new cultural education requirements at the University of California at Berkeley and Stanford University. Next, section III explores the central debates associated with global and intercultural education. Finally, section IV presents detailed recommendations for enhancing and promoting global and intercultural education at SRJC, with separate recommendations for curricular reform, staff development, institutional development, and a 3-year development plan. Appendixes provide a summary of global studies at SRJC from 1983 through 1990; a summary of colloquia; the mission statement; a list of persons interviewed; summaries of faculty and student questionnaires; a list of institutions providing SRJC with program materials; and a summary of non-Western/ethic graduation requirements at other institutions. (PAA)

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ED339409

Final Report

Assessment of Global and Intercultural Education at Santa Rosa Junior College

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Dr. B. Jaye Miller
Consultant and
Assessment Project Coordinator

June 15, 1990

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PREFACE AND ACKNOWLEDGEMENTS

The following report was prepared in partial fulfillment of the terms set forth in a generous grant in the Spring, 1990, from the Staff Development Fund, SB 1725, at Santa Rosa Junior College to study and assess global and intercultural education at the college.

It is my hope that the report includes data, references, and recommendations which will serve the faculty, staff, and administration well over the course of the coming three years in their efforts to strengthen global and intercultural education.

I would like to express my genuine appreciation to the granting committee, including its Director, Charles Miller, who provided considerable guidance for the assessment project; to the members of the ad hoc steering committee, JoAnne Black, Joyce Griffin, and Scott Fuller, with whom I met weekly and without whose assistance I could not have completed the project; those faculty who participated in the colloquia (See Appendix B); and those faculty, staff, and administrators whom I interviewed and who gave valuable suggestions (See Appendix D). I would like to single out Gene Malvino, a faculty member in the Business Administration Department, whose generosity in providing materials and detailed commentary on the project was extremely helpful. Finally, I would like to acknowledge Brahms Von Huene, a student assistant, who completed many important and tedious tasks in my support.

INTRODUCTION

A. OVERVIEW

In the year 2000 California's population mix will be equally divided among whites and non-whites; already numerous publications, organizations, and individuals are speaking of the "New Majorities." [1] By the year 2000, California will

1. *California 2000: Getting Ahead of the Growth Curve, The Future of Local Government in California*, prepared by the Assembly Office of Research, Joint Publications Office, State of California, p. 3. Perhaps the single most important publication concerned with the implications of these changing demographic realities for public education is *California Tomorrow, Our Changing State*; this magazine appears four times per year; it offers a wide variety of publications and books supporting its work, and it has sponsored numerous conferences on ethnicity and education such as "In a New Land: Immigrant Children & the Schools" at Mills College in April, 1989.

comprise the fourth largest economy among the nations of the world. [2] International economic competitiveness rests largely on technological foundations and the general educational competence of the work force; both are clearly dependent on the health of the public education system. "Report Card '89" records that 32% of all California students scheduled to graduate from high school did not. Among Blacks, 48% dropped out; among Latinos, 45%. California continues to rank 30th nationally in the average dollar expenditure per public school student. [3] The standard of living and quality of life for all are at stake. Beyond raw national or state economics statistics, current public concerns such as global warming, environmental devastation, world debt, AIDS, regional and international conflict, all illustrate the importance of global and intercultural knowledge, thinking, and action. [4] Perhaps most relevant for our purposes, global and intercultural education, within the curriculum of a community college, provides an exciting opportunity for faculty and students to integrate knowledge gained from a variety of academic disciplines and to build a comprehensive vision of our common future.

During the past decade many members of the Santa Rosa Junior College have been concerned and involved with global and intercultural education. In so doing, the faculty joins a lively national debate about the future of their disciplines, the

2. David Mertes, Chancellor of the California Community Colleges, addressed the November 18, 1989 annual meeting of the California Association of Community Colleges on the implications of California's economic future for education in the Community Colleges; see "Bridges in Economic Development" in *The News, A Publication of the California Association of Community Colleges*, January 1990, Volume 35, Number 3, page 1 and 12.

3. From *Children Now*, 10951 West Pico Boulevard, Los Angeles, CA 90064. Authors Wendy Lazarus and Michelle Gonzalez with distinguished California citizens contributing to the report: Honorable Allen Broussard, Justice, California State Supreme Court; Jaime Escalante, Garfield High School teacher, subject of the movie *Stand and Deliver*; and Dr. Donald Kennedy, President, Stanford University.

4. The survey conducted of the Santa Rosa Junior College faculty and staff by the Global and Intercultural Assessment Project, Spring semester, 1990 confirmed that the overwhelming majority of those working at the college sense the pressing global and intercultural dimensions of such issues.

nature of undergraduate education, the shape of the curriculum, and the spirit of campus life. After a semester (Spring, 1990) of colloquia, questionnaires, and interviews, the following report has emerged.

The basic thrust of the report's recommendations is to identify those steps which can be taken, based on past successes at the college, to ensure a solid foundation for the future of global and intercultural education on the campus. The total cost of implementing the recommendations is extremely modest; the aspiration is to have a profound and broad impact on the entire curriculum through voluntary involvement of a growing number of faculty. Global and intercultural education are no longer peripheral, the concern of elite groups, specialists or minorities; rather such education has become relevant to all faculty and students, has become part of the curricular mainstream. This report encourages Santa Rosa Junior College to strengthen its contributions to "The Global Education Decade," the 1990's. [5]

5. See Willard M. Kniep's "The 1990's: The Global Education Decade," in the collection of essays collected by Gene Malvino; see *p.36, n.36* below for a more detailed listing.

B. SUMMARY OF RECOMMENDATIONS

I. Curricular Reforms

A. List all current courses with global and intercultural dimensions and perspectives for counselors and students.

B. Development of on-going interdisciplinary core courses, one to be offered each semester, beginning Spring 1991.

C. Development of on-going global/intercultural faculty lecture series, based on mini-course concept.

D. Increase use of current internship courses to assist students in applying global and intercultural knowledge.

E. Develop policy in support of more regular offerings of current global and intercultural courses.

F. Begin campus debate aimed at Cultural Diversity graduation requirement.

II. Staff Development

A. Creation of Global/Intercultural Education Committee.

B. Identify faculty member to act as Coordinator of global/intercultural education with sufficient reassigned time to carry out designated responsibilities.

C. Coordination with new Educational Equity Committee and current International Education Committee.

D. More effective recruitment of minority teaching faculty.

E. Increased use of Flex Day to highlight global and intercultural education.

F. Development of "Global/Intercultural Newsletter".

G. Designate three departments (English, Behavioral Sciences, and Life Sciences) as focus departments for special colloquia based on strengthening already existing global/intercultural work, Fall, 1991.

H. Development of on-going campus colloquia focusing on in-depth, course oriented issues.

I. Develop an on-campus faculty Global/Intercultural Resource Center.

III. Institutional Development

A. Inclusion of concern for global and intercultural education within the mission statement of the college.

B. Development of public goals, pedagogical principles and guidelines for global and intercultural education.

C. Increase connections with other academic and professional organizations concerned with global and intercultural education.

D. Develop more aggressive programs for minority student recruitment and retention.

E. Development of Grants Office to support faculty and programs in search of outside funds.

F. Development of "Third World," Latin American study program. Develop financial aid support for same.

G. Develop plan to inform regularly the President and the Board of Trustees of Global and Intercultural Education.

C. PROFILE OF THE COLLEGE

Founded in 1918, Santa Rosa Junior College recently celebrated its seventieth anniversary; it's the tenth oldest of California's community colleges. It has grown from a "tiny college" of 18 students into a large and complex set of institutions offering courses at the main 93 acre campus, a newly expanding secondary campus in Petaluma, and numerous off-site centers located at regional public high schools and community centers. [6] The college is held in high esteem by community leaders and enjoys strong support from the public. The college has benefited from continuity of leadership; the fourth president of the college was just appointed this Spring. The college has the reputation of sound financial management and of being one of the strongest colleges in the state community college system. Santa Rosa Junior College has an unusually beautiful campus, graced by large trees and carefully landscaped grounds. It boasts facilities uncommon to community colleges: an art gallery, the Jesse Peter Museum focusing on the traditional art and technology of Native Americans, and the Shone Farm of 360 acres which includes vineyards, orchards, pasture, and timber. Its mission statement commits the college to general education, transfer education, occupational education, developmental education, continuing education, student services, and community services. The college provides academic, career, and personal counseling, campus housing, and health services.

Along with the other community colleges in California, Santa Rose Junior College practices an "open enrollment" policy which provides access to all high school graduates, holders of Certificates of Proficiency, and any person 18 years

6. *Santa Rosa Junior College, 1988-90 Catalog* provides an excellent introduction to the college: a brief history, mission statement, guide to institutional structures, policies, and programs, in addition to the catalog of courses.

of age or older. To support the wide range of students at the college, several special programs have been instituted: Enabling Services, EOPS (Extended Opportunity Program and Services), Veteran Services, Reentry Program, Adaptive Physical Education, and the Learning Skills Program. Supported by a major grant from Sonoma County's Exchange Bank, 1000 "Doyle Scholarships" ranging from $500 to $1750 are awarded annually; these scholarships strengthen community and high school loyalty to Santa Rosa Junior College.

TABLE A. *Summary of Ethnicity and Student Enrollments*

Ethnicity:	% of total	graduates	transfer CSU	transfer UC
White:	79%	84%	82%	91%
Hispanic:	5.8%	4.7%	4%	3%
Asian:	2.5%	1.5%	3%	2%
Black:	1.3%	2.1%	2%	0%

Enrollments have grown steadily in recent years; totally, some 29,813 students registered in the Spring semester of 1990.[7] While it is true that the largest age category at the college centers on students recently out of high school (some 25% of students are between 18 and 21), large percentages of students are older (20% between 22-29; 22% between 30-39), with the majority of students being over 30. Some 60% of the students are registered as Freshman, but at the same time some 26% of students have other undergraduate training, an AA, a BA degree, or a higher degree. Close to 60% of the

7. Materials on *TABLE A: Summary of Ethnicity and Student Enrollments* were made available through the office of Ricardo Navarrette, Assistant Dean, Admissions and Records. Some of the data was taken directly from records provided me; other data, percentages in particular cases, I calculated, and they stand open to correction. Clearly, the categories used to classify students and faculty are not "air tight;" in fact, they obscure the actual diversity. Hispanic must include Mexican, Mexican-American, Mexican-Indian, Central America, South America, and Spanish. Similarly, Asian covers all the diverse countries of mainland South East Asia and island Asia.

students are women; 40% are men. Nearly 80% of the students are White; specific, other racial and ethnic groups are summarized in Table A. In recent years Black and Asian enrollments have remained relatively steady; Hispanic enrollments, however, have grown by large percentages (17.3% in 1986-1987, 11.7% in 1985-1986, and 10.7% in 1984-1985). Graduates and transfer students (to both the California State University and University of California systems) are even less ethnically diverse than general enrollments.

TABLE B. *Ethnicity and Gender of Faculty*

	White	Men	Women	Hispanic	Asian	Black	Nat. Am.
Hourly	94.7%	51%	49%	2.3%	1.3%	1.2%	.5%
Full Time	93.2%	68%	32%	3.2%	1.8%	.9%	.9%
Combined	94.4%	55%	45%	2.4%	1.4%	1.2%	.6%

Santa Rosa Junior College has a faculty of 829 hourly employees and 215 full time instructors.[8] Of the combined faculty, 45% are women, 2.4% Hispanic, 1.4% Asian, 1.2% Black, and .6% Native American. The percentages for full time faculty show considerably less representation for women but somewhat higher percentages for ethnic minorities. Ethnic faculty represent some 5.7% of the total; if a student of the college takes 20 classes for graduation, she or he would likely come across one minority faculty during the course of preparing for their AA degree. The Director of Affirmative Action has a detailed and extensive "Action Plan," outlining the steps to achieve employment equity. Depending on individual departmental statistics, state employment records show qualified and available minorities in numbers considerably higher than currently employed at the college.

8. Data on faculty employment was provided by Lee Munson, Director of Personnel and District Staff Diversity/Affirmative Action Officer. The data is broken down by department; all summations and percentages were calculated by myself and open to correction.

D. PROFILE OF THE COMMUNITY

Given the intensity of urban growth in the greater San Francisco Bay region, Sonoma county with its 1,579 square miles makes its the geographically largest county of the area and an increasingly attractive place for businesses, individuals, and families to relocate. Rapid growth and change have characterized Sonoma County during the past decade; that growth and change will only increase by the turn of the century. The simple demographic figures provide a framework for analysis: declining White population from 93% in 1980 to 81% in 2000; Hispanic growth is highest, reaching 11% in 2000; the Black population is projected to remain steady at 1%; Asian and others will reach 7% by 2000. In short, some 20% or 1 in 5 residents of Sonoma County will be of minority ethnicity or people of color by the year 2000. In the past year, population growth has doubled over the rate characteristic of the entire 1980's; Sonoma county leaders and residents are "scared;" some 74% of the population thinks the county is growing "too fast."[9] As the population of Sonoma County reaches close to a half million at the turn of the century, our population, economy, and problems will more and more closely resemble those of our state in general.

The arrival of Hewlett-Packard has symbolized the changing economic and employment picture of the county.[10] Providing as many jobs as the next four, private employers combined, Hewlett- Packard demands a mixed work force (with 18% minority employment) and highly skilled employees. HP's international scope of business (more than 50% of HP sales are non-domestic) has highlighted a trend away from isolated, rural communities concerned with the

9. Santa Rosa *Press Democrat*, May 3, 1990, page 1, "County Growth 'scary'."

10. Contact Jeff Weber, Media Relations Senior Communicator, Public Relations Department, Hewlett-Packard, (707) 577-2845.

local economy to a county faced with a broader range of difficult and interconnecting problems. [11]

Sonoma County is still considered an attractive place to live with rolling, oak covered hills, open space, attractive vineyards, and increasingly upscale housing, entertainment, and dining. But it can no longer be seen as a place escaping the problems of the adjoining urban centers. For example, Sonoma County is the third county in the State of California, behind San Francisco and Marin Counties, in the per capita incidence of AIDS. [12]

What were once quiet, rural communities are now bustling city/towns all having problems of severe traffic congestion and rising crime rates. In recent years, the wine industry's increasing attention to international competition, has brought heightened public awareness of the international context within which Sonoma county's leading agricultural activity occurs. Similarly, mounting foreign investment, especially by the Japanese, in housing, country clubs, vineyards, and golf courses has surprised and educated local residents to the broader world in which we live. Sonoma County business organizations are increasingly aware of these trends. [13] The World Affairs Council of Sonoma County and the North Bay World Trade Association have been active in the county since 1988, offering a number of individual programs, speakers, and

11. Steve Rabinowitsh, an instructor at Santa Rosa Junior College, has taught a course titled "Issues Facing Sonoma County," Social Science 48.10. He has prepared an excellent reader by the same title which gives an engaging and provocative review of central problems facing the county in the coming decade.

12. Steve Parker, Director, Sonoma County AIDS Project, Sonoma County Public Health, 579-AIDS.

13. See *Sonoma County Data File* prepared by the Economic Development Board of Sonoma County, 2300 County Center Drive, Suite 129, Building A; Santa Rosa, CA 95401; (707) 527-2406. Ben Stone, Director of the Economic Development Board, is currently preparing statistics on the increasing role of international business through Sonoma County's economy.

resources for the community and Santa Rosa Junior College.

E. REVIEW OF PAST EFFORTS AT GLOBAL AND INTERCULTURAL EDUCATION AT SANTA ROSA JUNIOR COLLEGE

A number of faculty at Santa Rosa Junior College have included global perspectives in their teaching over the past decade; that effort was strongest in academic fields traditionally international in perspective: U.S. foreign policy, foreign languages, Western Civilization, sociology, and geography. But a striking number of individuals in biology and life sciences, English, psychology, and Consumer and Family Studies have also been keenly concerned with the development of global perspectives within their courses. [14]

In 1983, the Senate established an ad hoc committee on Global Studies; a core group of six to twelve faculty have been associated with the committee since that time. [15] Over the course of the past seven years, the committee has sponsored talks by many SRJC faculty and has brought close to some two dozen guest speakers to the campus, representing a broad range of academic expertise and practical involvement. Most global studies speakers were sponsored by a series of one-unit Global Studies courses offered through the Social Science Department. Many guest speakers were drawn from colleges and universities of the greater San Francisco Bay area, but a number were nationally and internationally recognized scholars such as Elise Boulding and Huston Smith who were attracted to the college through academic networks associated with the Consortium on Peace Research and Education Development (COPRED), the primary association of peace education in the United States. In should be under-

14. See Appendix D: Persons Interviewed. A good number of the "pioneers" of global studies at the college were included; these faculty identified others who have been involved but whom I was not able to interview given the time constraints of the current study.

15. See Appendix A: A Detailed history of past global studies at SRJC for a complete listing of all activities sponsored by the Global Studies Committee.

stood, in passing, that "peace education" is not a narrowly defined field, but has long included study of the following: global security, arms control, militarism, world political economy, economic justice, human rights, international law, nonviolence, social movements, conflict resolution, ecology, women, religion, ethics, literature, and media. [16]

Probably the most visible, remembered, and lauded effort of the Global Studies Committee was the team-taught, interdisciplinary course titled "A Fragmented World" offered in the Fall of 1986 by Marilyn Milligan (Psychology 4), Scott Fuller (Sociology 1), and Pat Pacheco (English 1B). Student enrollments were high and excitement for the course is still talked about on campus. Unfortunately, such team teaching is rare on campus given logistic problems, the amount of work involved, and the lack of compensation.

Faculty associated with past global studies efforts are determined to continue their efforts, but they are also convinced that greater institutional commitment and new organizational arrangements must be developed so that global studies can achieve its next "level" of growth. SRJC faculty beyond the core group are generally supportive of global studies. The faculty questionnaire showed the general faculty to have a broad and inclusive definition of global studies, to feel that global studies were increasingly important within their respective disciplines, and to expect that greater cooperation among faculty could lead to improvements in global education on the campus. [17]

A global studies student club was formed in 1985; it won the "Outstanding Student Club" award in 1989. It has been renamed GAIA (Global Awareness in Action) and is currently focused most strongly on global/local environmental issues. In recent years, many of the events and speakers on global concerns have been arranged or brought to campus by the student club.

16. See the excellent guide edited by Daniel C. Thomas and Michael T. Klare, *Peace and World Order Studies, Fifth Edition*, (San Francisco: Westview Press, 1989). It includes articles summarizing the field and numerous examples of course syllabi on the topics listed above.

17. See detailed summary of the Faculty Questionnaire in Appendix E of this report.

The hard work and commitment of those involved in Global Studies at SRJC is widely recognized and praised on campus. At the same time, Global Studies at the college have been perceived as too narrowly focused on "activist" concerns and immediate "crises" such as nuclear war, Central America, rain forest depletion, global warming, and nonviolence. Given the radically changing international situation associated with changes in the Soviet Union, Eastern Europe, and Central America, it is possible that Global Studies may for the immediately future be able to escape entrapment within traditional ideological splits in U.S. public, political debate. The current effort to build closer associations between Global and Intercultural faculty at the school also promises a needed broadening of involvement and support for Global/Intercultural studies at the college.

The story of Intercultural Studies at SRJC is more complex and less well documented. During the late 1960's Santa Rosa Junior College was swept up into the national debates about race and ethnic studies. Intense intellectual and political confrontation within the college occurred during those years and resulted in the establishment of an Ethnic Studies Department and a Women's Reentry Program. In the course of the 1980's, faculty (including leading ethnic faculty on the campus) felt Ethnic Studies had become a kind of academic ghetto, relieving the college and faculty of dealing with the issue of ethnicity and race across the curriculum for all students. As a result of faculty attrition in the Ethnic Studies Department and the desire to "mainstream" ethnic studies classes into appropriate, traditional departments, the Ethnic Studies Department was abolished. Similarly, the Women's Reentry Program became simply the Reentry Program, including the concerns of reentering men. Ethnic Studies departments or Feminist Studies programs are often strong political forces on college campuses in support of global and intercultural education. Such programs do not formally exist on the Santa Rosa Junior College campus.

The current focus on Intercultural Education at SRJC is seen most clearly, (beyond relevant courses in the Behavioral Sciences Department), in EOPS, ESL, the Puente Program, the Physical Education Department's "College Success Program," and the Adelante Program.

The Extended Opportunity Program Services was established by a State of California mandate in 1969. Before the

mid-1970's, the program was aimed primarily at students of color; in the 1974-76 period the qualification criteria shifted to economic ones, and the largest single, qualifying group of students became white women. Currently approximately 50% of EOPS students are ethnic minorities (4% Native American, 19% Asian, 12% Black, and 14% Hispanic).[18] EOPS provides counseling and support services, (bilingual assistance, registration priority, book awards, and transfer assistance) and is currently part of Learning Services at the college. It operates on a budget of approximately $400,000.00, with a staff of seven, serving approximately 400 students.

English as a Second Language (ESL) began with two classes in 1970 and presently offers some forty-six classes at six levels to a total of 600 students. Many of these students are 3rd, 4th, and 5th language students; many are neither academically disadvantaged students nor from the traditional economically disadvantaged minorities. Some members of the SRJC community continue to imagine that ESL is serving "temporary" needs, but more realistically and accurately ESL should be seen as an important and permanent part of the college. ESL has become the largest "minority" program on campus, serving students speaking over twenty non-English languages. Its mandate is directed primarily at the new immigrant communities and does not focus on native minorities by and large.

The Puente (Bridge) Program, founded in 1982, is co-sponsored by the University of California and the California Community College system, and is aimed at the Mexican American community to improve retention and increase transfers to four- year colleges and universities. Santa Rosa Junior College is a newcomer to the program as of 1987, joining some 16 other participating community colleges in California. All the programs employ a "team approach" of counselors, community role models, writing instructors, and student mentors. Twenty-five students are enrolled in the Santa Rosa program. The counselors and instructors receive intensive instruction, support, and resources from the University of California. The program has received wide publicity and praise for its overall conceptualization and results.

18. See the *Project Plan, EOPS for a complete picture and statistical materials on EOPS at Santa Rosa Junior College.*

The Physical Education Department at SRJC has been concerned in recent years to provide improved academic support for its athletes. To this end, key faculty have constructed a "College Success Program" modeled on retention programs by Black colleges in the South. It consist of three coordinated classes in guidance, psychology, and English; it serves approximately fifty students, some 70% of whom are Black or Hawaiian. "Nurturing" is the guiding concept; letting the students know they are supported and challenging the students to their best academic performance are the aims of the program.

The Adelante Program is aimed at junior high and high school students of the migrant farm working community and runs a Summer Readiness Program on the Santa Rosa Junior College campus. It provides an experience of "academic success" and "belonging" within the setting of the college. Some 120 students participated in the program last year (grades 9-12); enrollment of 180 students is anticipated for this coming summer (grades 7-high school graduates). Presently, the program Director hopes to begin a tracking process which will identify students who actually enroll and complete studies within the regular college curriculum.

The enthusiasm for all these efforts is high among the faculty, staff, and students of these respective programs, but they often feel isolated and separated from the main academic programs and priorities of the college. Some feel that the regular faculty and staff are not knowledgeable of their programs and are happy that "somebody else" is attending to these issues. There is no designated person in charge of minority student recruitment on campus. Some minority faculty feel overwhelmed by the multiple pressures and responsibilities they bear. Although the current "hiring season" may somewhat alter the minority faculty picture at the college, it is easy to understand the widespread sense among current minority faculty that SRJC has not delivered on its commitments to increase the minority teaching faculty.

Finally, two other projects on campus deserve mention in this summary of past global and intercultural education at SRJC. First, within the offices of Academic Affairs an International Education Committee has been formed. In the course of the past four years, SRJC has begun participating in three international study programs, with locations in Paris,

London, and Florence. Student enrollments in these programs have varied from twenty-seven to fifty-four. Santa Rosa Junior College, along with Diablo Valley, San Mateo, and West Valley Community Colleges, offer these foreign semester abroad and summer study/travel programs in cooperation with the American Institute of Foreign Studies (AIFS) The International Education Committee is currently discussing plans to expand their offerings to include study programs in Central America (Costa Rica and Mexico seem the most likely candidates), Japan, and the Soviet Union. Lastly, an ambitious and well founded effort to expand concern for international business has been launched within the Business Administration Department, resulting in the addition of two classes in International Business and International Marketing to the curriculum.[19]

19. See the impressive and helpful survey of resources and materials in support of "internationalizing" the business curriculum by Gene Malvino, SRJC instructor in Business Administration, "Santa Rosa Junior College, International Business Program, Background Support Data and Rationale for a New Curriculum." Gene Malvino has conducted study/travel summer tours in various parts of the world for the past six summers. The primary foci of his tours are international business and cross cultural understanding.

II.

CONTEXT: OTHER EDUCATIONAL PROGRAMS IN GLOBAL AND INTERCULTURAL STUDIES

Educators at all levels of the private and public school systems are increasingly concerned with global and intercultural perspectives throughout the curriculum. Of course, popularity doesn't prove a case; but clearly global and intercultural education, which in the past has often been perceived as experimental and peripheral, has become part of the established curriculum, part of the mainstream in a number of academic institutions. Among other things, this means that schools wishing to develop these perspectives within their curricula, don't have to "invent the wheel." The literature of global and intercultural studies is extensive, a mine of valuable resources. On the other hand, even a brief review of programs uncovers a vast variety of approaches and projects. Clearly, the strongest programs grow out of the history of institutions, out of the needs of particular student populations, and out of the special interests and expertise of the faculty.

A few common characteristics stand out, giving some definition to global and intercultural studies in the current academic climate. Global studies goes beyond the older, elite international studies for the training of diplomats and international business leaders; now, global studies is seen as part

of the necessary education of all citizens so that they might better understand the complex and interrelated world in which we live. Similarly, intercultural studies go beyond earlier ethnic studies designed for minority students to provide all students with a better understanding of cultural dynamics in general and the complex interchange between all cultural groups in our highly pluralistic society.

A. North Bay International Studies Program

In 1985 the California legislature responded to reports on the geographical and historical illiteracy of California students by mandating the creation of a California International Studies Project. The purpose of the project was to develop closer ties between universities and K-12 schools in the promotion of global and intercultural education. Two years ago, the North Bay International Studies Project at Sonoma State University was added to the state system of Resource Centers and now serves the public schools of Sonoma County. The basic strategy is to work closely with teams of teachers in five core school districts to develop leadership, curriculum, and team work skills for teachers committed to improving global and intercultural perspectives in the classroom. A number of training sessions for teachers are held during the academic year. In addition, NBISP also sponsors Summer Institutes; this summer's programs will focus on Mexico, including the possibility of language study in Mexico. NBISP has an extensive resource center collection of approximately 1500 items, some 35% to 40% of which would be of support to the community college faculty. [20]

One of the primary tasks of the NBISP at this time is in assisting K-12 teachers in implementing the new "History-Social Science Framework" passed in 1987.[21] The emphasis

20. "The Resource Catalog" of the NBISP provides a 27 page listing of the materials available at the center. To receive a copy or to learn more about the other support services being offered, phone (707) 664- 2409.

21. *The History- Social Science Framework for California Public Schools Kindergarten Through Grade Twelve*, (available from NBISP or from the Bureau of Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802- 0271) is a carefully developed and thorough guide to the teaching of history and the social sciences from K-12; in short it is an excellent resource in itself.

on global and intercultural perspectives within the new curriculum framework is striking. Teacher training programs throughout the State of California have, as a consequence, made global and intercultural education central to their programs of accreditation.[22] An association between SRJC and NBISP would provide a means for the college's faculty to be more intimately involved in the development of global and intercultural education within the public school sector, which in turn will lay the foundation and demand for more advanced studies of this type within the community college system itself.

22. Evidence concerning this trend is so abundant that it is difficult to know where to start in providing a summary or introduction. Perhaps two conference programs, those of "In a New Land, Immigrant Children and the Schools" (Mills College, April 22, 1989) and "Celebrating Diversity: Preparing the Educators of Today for the Schools of Tomorrow" (Oakland Hyatt, January 18-19, 1990; co-sponsored by the California Commission on Teacher Credentialing). Both conferences serve as excellent surveys of current thinking and work in the field of intercultural education for the public schools. As mentioned earlier, *California Tomorrow, Our Changing State* is an essential guide to these issues.

B. Sonoma State University

Over the past five years many faculty members of Sonoma State University have been concerned with internationalizing the curriculum at their institution. A faculty committee and an ad hoc task force have prepared two reports on "Internationalizing the Curriculum." Sonoma State University has had a World History graduation requirement for the past fifteen years. Two of the primary departments identified for increased internationalization were the Business Administration Department and the Education Department. The study groups also looked at other departments and programs on the campus. The process of preparing the reports has sparked considerable discussion and served to educate the faculty regarding these issues. In the current restructuring of general education requirements, the University is proposing an additional three unit requirement of "Cultural Diversity" to the current Social Science requirement. Several key faculty would welcome contact with Santa Rosa Junior College proposed Global/ Intercultural Committee and would appreciate exploring possible department by department meetings relating to the strengthening of global and intercultural education at the two institutions.

C. Global and Intercultural education at other community colleges

Community colleges throughout the state and around the country have long been and are increasingly interested in global and intercultural education. [23] Programs have often centered on traditional areas of international or foreign focus

23. One of the best introductions to this particular field is *The Community College and International Education, A Report of Progress*, edited by Seymour Fersh and William Greene, prepared by Broward Community College in Ft. Lauderdale, Florida, 1984. It provides numerous, detailed examples of international education projects at a variety of community colleges around the nation. The collection also includes essays of pedagogical theory relating to international education and the particular mission of the community college. The number and differing types of programs is striking and representative of the diversity of America's decentralized educational system. See also, *Approaches to International Education*, by Earl L. Backman, ed., (New York, Macmillan Publishing: 1984) which contains one section devoted to experiments in the community college context.

within the curriculum: foreign languages, international business, study abroad, introduction to world cultures, intercultural communication, comparative government, world literature, and art appreciation. The variety of programs often reflects special geographic, economic, and personnel factors within the college. Clearly, programs have strength if they are carefully tied to the needs of the students and the particular interests and teaching passions of the faculty.[24]

A brief examination of two community college programs in international/intercultural education which have received broad, national recognition is instructive. Pima College in Tucson, Arizon, has established a renowned Bilingual and International Studies Program, which features some 150 bilingual courses and focuses on relationships between Arizona and Mexico. It has worked closely with the Chamber of Commerce and the Tucson Trade Bureau. The college received over $600,000.00 in outside grants during the period from 1970-1981, has had an annual budget of some $189,000.00, and has been headed by a full time Dean of Bilingual Education and a 4/5 time faculty Director of International Education. Bergen Community College, located in Paramus, New Jersey, adjacent to New York City, has an equally strong, but very different international studies program. Given the location of some 2000- 3000 companies in Bergen county dealing in international trade, the emphasis of their program is on international business. The college offers an unusually broad range of foreign languages for a community college and has been able to establish a well financed Center for International Studies. The annual operating budget for their programs is $86,000.00, approximately half of which is met by federal grants.[25]

24. *Internationalizing Undergraduate Education: Resources from the Field*, edited by Sarah M. Egan and Amy L. Gorham, published by Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, N.Y. 10038; (212) 732-8606; a 150 page annotated bibliography of recent publications and resources in global and intercultural education. It's an excellent source for faculty seeking materials and literatures to introduce in their classes. North Bay International Studies Project, Sonoma State University, has a copy of this guide at their Resource Center.

25. A more detailed summary of these two programs is provided in "Pima Community College" by Elizabeth Bailey, pp. 267-270 and "Bergen Community College" by Lynda Icochea, pp. 271-308, in Earl L. Backman's *Approaches to International Education*, (New York:

Both programs demonstrate that faculty and administrative leadership is of key importance, that substantial grant money is available for internationalizing the curriculum, and that programs must be tied to the context, history, and needs of the particular institution. Finally, both programs are committed to having a broad impact on the entire college, primarily through the enrichment of current courses with global/intercultural materials and perspectives.

Increasing numbers of community colleges are enacting cultural diversity graduation requirements. In urban areas with highly heterogeneous student and community constituencies, community colleges are especially sensitive to the needs of their diverse student populations. For example, San Francisco Community College has an Ethnic Studies requirement which includes the traditional ethnic groups plus women's and gay/lesbian studies.

In recent years, educators have been startled to witness increasing racism on campus.[26] Shelby Steel, Associate Professor of English at San Jose State University has recently written:

> On a campus where members of all races are gathered, mixed together in the classroom as well as socially, differences are more exposed than ever. And this is where the trouble starts. For members of each race—young adults coming into their own, often away from home for the first time—bring to this site of freedom, exploration, and now, today, equality very deep fears and anxieties, inchoate feelings of racial shame, anger and guilt.[27]

In the testimony given at the second colloquium at Santa Rosa Junior College, both faculty and students spoke of "daily incidents" of harassment and insensitivity toward minority

Macmillan Publishers, 1984).

26. *Proposal for an American Cultures Breadth Requirement*, Report by the Special Committee on Education and Ethnicity; chair, Professor W. S. Simmons, University of California, Berkeley, includes a detailed summary of this issue, and a listing of some 18 articles dealing with the subject. Pages 7-9.

27. Shelby Steele, "The Recoloring of Campus Life: Student Racism, Academic Pluralism, and the End of a Dream," *Harper's Magazine*, February, 1989.

students on campus. [28] The student questionnaire also revealed broad concern about the issue of racial misunderstandings on campus. [29] It is hardly surprising that in a community and on a campus that has long been dominated by whites, an increasing number of minorities on campus would create some level of anxiety and tension. As ethnic minorities continue to grow in the county and on the campus, Santa Rosa Junior College will undoubtedly have to pay more attention to this set of issues.

D. University of California at Berkeley: Cultural Breadth Requirement

In March 1989, the Special Committee on Education and Ethnicity chaired by Professor Simmons of the Anthropology Department, submitted its report and recommendations for an American Cultures Breadth requirement at the University of California. The approval of the report in April, 1989, brought a rest to an intense, two-year campus debate over the need for a more inclusive treatment of American cultural diversity within the undergraduate curriculum. [30] The resulting faculty legislation adopted a one-course American Cultures breadth requirement for all undergraduates beginning in the Fall of 1991. The committee guidelines envisage courses which are "integrative" and "comparative." It is required that each course will examine at least three of the five main racial/cultural groups in American society: African American, American Indian, Asian American, Chicano/Latino, and European. "To be adequately comparative, no one of these groups may be the focus of the greater part of the course." Since almost all existing courses within the curriculum focus on one or at most two ethnic/racial groups, it is anticipated that the faculty must develop an entirely new set of courses throughout the curriculum to meet the new requirement. The first thirty-five new courses (from eighteen departments) will be introduced this next year; approximately thirty additional

28. See Appendix B, Colloquium 2, for a more detailed summary of these remarks.

29. See Appendix F which gives a brief review of the student survey.

30. Professor Simmons' report, *Proposal for an American Cultures Breadth Requirement* provides, among other things, a valuable review of the academic and intellectual debates surrounding the issues of cultural diversity in American society.

courses will be added in each of the coming two years. Professor Simmons has argued that these new courses will require a new type of teacher, one with increasing knowledge and skills in a variety of cultural areas. The faculty will need to work together and teach each other. In support of this project, the University has established a generously funded American Cultures Center which will host a series of summer workshops for faculty involved in the development of new "culture breadth" courses. Faculty participation in the workshops will be compensated at a rate equivalent to one month salary; within the UC system, this is approximately $6000.00 per faculty member. The Center also hopes to be a resource for course syllabi and possible support to faculty at other colleges.

E. Stanford University's New CIV Requirement

The debate over including major, non-Western civilization materials in Stanford's long-standing Western Civilization course attracted national attention, pitting the President of the University, Donald Kennedy, against no less a personage than the then federal Secretary of Education, William Bennett.[31] On March 31, 1988, the Faculty Senate at Stanford University approved the new "Cultures, Ideas and Values" (CIV) requirement, replacing the Western culture requirement which had been in effect since 1980. The new requirement could be filled by students taking a full year tract chosen from one of ten certified tracts. The variety of tracts allow for the development of courses shaped by the interests and expertise of the particular faculty teaching the courses. On the other hand, all of the tracts must share certain common features: major inclusion of non-Western cultures; attention to issues of class, ethnicity, race, religion, gender, and sexual orientation; and study of work by women, minorities, and persons of color.

The University, having taken great pride in its traditional Western Civilization, Western Culture courses over the past two decades, wants to ensure that the new CIV course will be of high quality. To that end, the University has allotted approximately $30,000 per year for a series of summer faculty

31. William Bennett's evaluation of the CIV program was included in a talk he gave entitled, "Why the West?", Stanford University, Palo Alto, April 18, 1988. Professor Simmons provides a summary and analytical commentary of his remarks in his *Proposal* cited earlier.

workshops.[32] The two- week seminars meet in the mornings, often with guest lecturers from outside the university, and are devoted to the careful consideration of readings and materials focused in areas where faculty feel weak and in need of assistance. The topics chosen for consideration last year included: Islam, feminist theory, and Afro-American literature.

32. See materials provided by Lisa Benton, Program Coordinator, Program in Cultures, Ideas, and Values, Building 200-031, Stanford University, CA 94305-2024; (415) 723-0944.

III.

COMMENTARY ON CENTRAL DEBATES ASSOCIATED WITH GLOBAL AND INTERCULTURAL EDUCATION

It is no surprise to academicians that all intellectual issues generate debate; global/intercultural studies are certainly no exception. The suggestion that American students need to know more about the global context in which our nation and economy operate, is seen by some as an attack on what they hold to be American values of self-reliance and national pride. Similarly, to some, intercultural studies do not seem an invitation for all ethnic groups to explore past, current, and future interactions but rather an occasion for "white bashing" and an intensification of race antagonisms. As we have seen, the debates associated with the American Cultural Breadth Requirement at the University of California and the CIV Program at Stanford were intense, acrimonious, and divisive of faculty, students, alumni, and broader communities. At the time of the writing of this report, the "liberal" community of Brookline, just west of Boston, is locked in a confrontation over the new, high school social studies curriculum which is

being criticized as "anti-Western", "left-wing," and "propagandistic."[33]

The debates over global and intercultural education are involved and complex, deeply enmeshed in broader political and social debates in United States post-war culture. For example, although the origins of modern, "world" history date back into the early twentieth century with such names as Lord Acton, H. G. Wells, Oswald Spengler, and Arnold Toynbee, it was after the Second World War that American historians, especially those at Chicago and Northwestern Universities, took up the writing of world history in the context of UNESCO's *History of Mankind* project.[34] Clearly, the U.S.'s new position in global economics and politics provided a definitive stimulus. It is also easy to understand how American world history, associated with a United Nations' endeavor, was labeled as part of a left/liberal "one-worlders" politics. However, the history of world history in the United States has touched on many other debates as well: modernization theory, world systems theory, declining history enrollments at the college/university level, relations between universities and public school instruction, and internal politics of the American Historical Association and the Organization of American Historians. In short, the world history debate cannot be reduced to a test of national loyalty or disloyalty.

Similarly, the on-going controversies around ethnic studies or cultural diversity studies are tied to, but not bound by, public debates on civil rights, race relations, and immigration policy. Just as the postwar U.S. economic and political

33. Bruce Shapiro provides a summary of the debate in "Allan Bloom's Revenge, Rad-Baiting Comes to Brookline," *The Nation*, May 21, 1990, pp. 689 & 706- 707.

34. See the highly informative article, "Toward World History: American Historians and the Coming of the World History Course," by Gilbert Allardyce in *Journal of World History*, Volume 1, Number 1, Spring 1990, pp. 23-76. It provides a detailed and nuanced history of the complex debate around the introduction of world history within the U.S. college and public high school curricula.

hegemony provoked an intensified public debate around America's "world leadership role," so too the civil rights movement of the 1960's, the race riots of that period, and the massive immigrations of the 1970's and 1980's sparked intense concern about ethnicity, race, and the role of education in dealing with these issues. In the context of increasing anxiety that American society may be "coming unglued," it is not surprising that some cultural theorists and educators have called for a renewed commitment to unity, a return to traditional social and educational values. [35] While the attack on ethnic or cultural diversity studies has mounted, so too has the reality of increased cultural diversity in American society. As the "new majorities" come to equal the earlier, Anglo-white majority, it has now become clear that the hope or foundation for future social unity must inevitably be broader than the imposed Eurocentric unity of the past.

While the debates over global and intercultural education have raged on, the contexts of the debates have changed radically. The U.S. global dominance in economic and political affairs has been challenged by the emergence of a European Community and Asian economic giants such as Japan; the cold war confrontations between the United States and the Soviet Union have fundamentally changed; and the shear numbers and diversity of American cultural life has basically altered. The current challenges of global and intercultural education are to seize the present situation in all its inherent opportunities, to move beyond the polarities of the past, and to fashion a vision of our national future with broad support.

Fortunately, the discussion of global and intercultural studies at Santa Rosa Junior College has not generated an academic stand-off. The faculty associated with global and intercultural perspectives on the campus are to be complemented for furthering their work without stimulating organized opposition. As noted earlier, past global studies programs have been criticized on various counts, but that criticism has been limited and not supported with developed,

35. William Simmons provides a useful commentary on this debate, focusing on the works of William Bennett, Allan Bloom, Sucheng Chan, Lynne Cheney, Stanley Fish, E.D. Hirsch, Lawrence Levine, Rick Simonson, Ronald Takaki, and Scott Walker in his report *Proposal for An American Cultures Breadth Requirement,* pp. 9- 12.

ideological fervor. Realizing the potential for such opposition, global and intercultural educators at Santa Rosa Junior college would be wise to consider the following safeguards to their work: refuse to buy into a liberal- conservative split over global/ intercultural issues, make inclusion of the widest range of participation in courses and program offerings a guiding principle, and familiarize themselves with the debates around global/intercultural education so these very debates can become part of their courses and programs.

A linear, "liberal-conservative spectrum" on global/ intercultural education is simplistic; the positions taken on key arguments fall rather on a broad, possibly even three dimensional map. Federal bureaus, think tanks, political groups, business associations, state agencies, professional, and academic bodies hold mixed and complex positions in relation to specific philosophies, practices, and proposals regarding global and intercultural studies. [36] It is wise to resist any reduction of the debate; we are clearly passing through a major transition period in American social, political, and economic history, and we must learn to appreciate and to gain from the current diversity of perspectives and information.

Global and intercultural educators at Santa Rosa Junior College should make every effort to include as broad a range of faculty within their courses, speakers series, and other programs as possible. Such a policy will introduce students to the full diversity of perspectives on the materials being taught;

36. Gene Malvino has gathered a series of varied articles currently held by the ad hoc global studies committee. They include the following: "Is the Curriculum Biased?; A Statement by the National Association of Scholars," Governor Gerald Baliles, "America in Transition," Governor Thomas Kean, "Teaching for the 21st Century," Willard Kniep, "The 1990's: The Global Education Decade," Joseph Oberle, Teaching English as a Second Language," Diane Ravitch, "International Studies in the California Framework,": Thomas Short, "Diversity, and Breaking the Disciplines," Andrew Smith, "Pre-Collegiate Global and International Studies Education: A Brief History," & "The State of Global Education" and Jan Tucker, "Territorial State vs. Trading State: Implications for Educators."

it will guarantee the survival and success of their efforts. In practical terms this means seeking out reading materials and speakers from various government agencies, many different political groups, citizen's action networks, private industry, and divergent religious associations.

From time to time, the global/intercultural faculties should host colloquia which deal directly with the various splits, debates, and tensions on specific global/intercultural issues. [37] This will serve to inform the faculty and to make clear that the programs are committed to intellectual exchange and mutual learning. Care should be taken to guard against these debates from becoming divisive; a great deal depends on the tone taken by leading faculty. Moreover, the emphasis should be on what is taught, not who teaches it. Minority faculty are not solely or even primarily responsible for teaching "cultural diversity." Global studies faculty should work energetically to see comparative, global materials strengthened in all departments, not just in their own courses. Institutional needs require institutional solutions.

Given the modesty of the proposals being suggested regarding future global/intercultural studies at Santa Rosa Junior College, certain standard criticisms can be anticipated and easily answered. [38] First, since nothing is being taken out of the curriculum, it is impossible to sustain the argument that global/intercultural studies is excluding American or Western cultures and values. Global studies seeks primarily to include more non-American, non- Western information, perspectives, history, and literature. Similarly, the effort to give students greater familiarity with cultural diversity, cultural change, cultural dynamics will undoubtedly, in the short run, raise delicate issues for faculty and students alike, but in the long run it is aimed at building ethnic and racial understanding and improved relations.

37. Professor Simmons' *Proposal for an American Cultures Breadth Requirement* gives a useful review of the current "debate in higher education" regarding diversity and pluralism. It would make an excellent reading for a faculty colloquium.

38. The issues which follow, plus others, are dealt with in detail by Professor Simmons' *Proposal* cited above.

IV.

DETAILED PRESENTATION OF RECOMMENDATIONS

A. Curricular Reforms

Since the core of the college lies in the curriculum, global and intercultural studies must seek to find a more secure home within the curriculum of the college. Building on the strengths of past efforts at Santa Rosa Junior College, the recommendations which follow provide for a step by step increased presence of global and intercultural courses throughout the curriculum and call for the addition of a "Cultural Diversity" graduation requirement within three years.

1. List all current courses with global and intercultural dimensions and perspectives for counselors and students. During the course of this semester, a beginning list of current courses with strong global/intercultural dimensions and a directory to internal faculty resources has been collected. This course listing and resource guide should be expanded to give as complete a picture as possible of current courses and faculty interests during the Fall of 1990. Even the beginning list gives an exciting picture of the strengths which already exist within the curriculum and faculty. When complete, it would also reveal areas of the curriculum where future courses should be developed.

The final list and directory should be prepared in booklet form and given to academic counselors. Means of reaching students directly would also be advisable, including publication in the student paper, *Oak Leaf*, broadcast on SRJC's Educational TV station, and eventual inclusion in the SRJC catalog.

2. Development of on-going interdisciplinary core courses, one to be offered each semester, beginning Spring 1991. The most appreciated and acclaimed accomplishment of past efforts at global studies has been the interdisciplinary, team-taught course. During the Fall semester of 1990, three faculty should be identified by the newly expanded Global/Intercultural Committee for the first revival of the "core course" to be offered in Spring, 1991. This would involve three currently offered courses within the general education curriculum given at the same or integrated times, with students being required to take at least two of the three courses in order to participate. By November, the core faculty should develop an "Improvement of Instruction" grant proposal, perhaps in the amount of $3000.00 to compensate their extra work in planning and executing the team taught course. Semester by semester the same planning process should be initiated to support the on-going semester by semester offering of the core course. It would be wise that the first courses be taught in a variety of formats to provide a basis for evaluating the most satisfactory and efficient means of teaching the course. The main variable would be the degree of integration: one course with close integration, including actual team teaching of sections; one course of mixed integration, perhaps involving faculty trading sections of the component courses during the semester; and one course of limited integration, perhaps with parallel topics of discussion developed in advance.

Already several faculty have indicated their interests in participating in the revived core course. Several general themes have been identified: an environmental sequence including courses in biology, anthropology, and literature; an international business sequence involving instructors in economics, sociology, and business administration; and an American cultural diversity sequence with courses in psychology, ethnic studies, and literature.

For an extremely modest investment, approximately $3000.00 per semester, the college could make a substantial contribution to cooperation among the faculty in developing

of their teaching skills and to an integrative educational experience for a large number of students. In a college where teaching loads are high, faculty have few opportunities to work closely and learn from their colleagues. Semester by semester, a steadily growing number of faculty would have the experience of broadening their teaching capacities and of taking what they gained back into their regular course offerings. Similarly, given the "commuter" character of the student body, the team-taught, core interdisciplinary courses would offer an important academic experience of integrated, general education for a significant number of students. Such core courses could well increase student retention, progression to graduation, and loyalty to the college. Past experience indicates that enrollments would be strong and generate student support for global and intercultural education throughout the curriculum.

3. Development of on-going faculty global/intercultural lecture series based on mini-course concept. Past global studies lecture series were successful and should be offered again. During the Fall, 1990, a faculty member should be identified to take a one unit course overload to coordinate the lecture series. The lecture series might well be coordinated with the above listed core courses, as was done in the past. The mini-course coordinator should explore means of financing speaker honoraria, including perhaps coordination with the Arts and Letters Lectures, the Multi Cultural Events committee, or other college sources for paying speakers. Evidently, sufficient sums are generally available that this would not be a major deterrent to development of the series.

4. Increase use of current internship courses to assist students in applying global and intercultural knowledge. Many faculty and students spoke of the importance of finding means of applying students' academic knowledge to practical experiences within the community. In the past the Social Science Department offered an internship/work experience course. With the retirement of the faculty member who coordinated that course, it has been transferred to Gary W. Anderson, Director of the Cooperative Work Experience Program. He has indicated his staff's willingness to work with faculty in developing a series of internship/work experience alternatives for students to apply global and intercultural studies to activities and projects within the local community.

5. Develop policy in support of more regular offerings of current global and intercultural courses. If the college wants to strengthen and expand its offerings in global and intercultural studies, an administrative policy to support a limited number of such courses which don't meet current enrollment standards would be wise. In recent years, numbers of courses, especially some in ethnic studies, have not been offered or sustained because of low enrollments. A policy which would support two to three under-enrolled courses per semester for the next three years would help lay the foundation for increased enrollments in the future and provide badly wanted and needed intercultural courses for current students. The good will and support to be gain by the college from important faculty and student constituencies would be substantial and the costs minor.

6. Begin campus debate aimed at cultural diversity graduation requirement. The strongest level of commitment by the college to global and intercultural education is to be seen in the development of a "Cultural Diversity" graduation requirement. Such a commitment will generate substantial debate and should be prepared for carefully. The Global/Intercultural Committee should begin by studying similar requirements at other institutions and by drafting a carefully designed requirement for consideration at Santa Rosa Junior College. [39] Such a proposal would generate strongest support if the Committee were able to demonstrate that an increasing number of schools to which SRJC students transfer already have non-Western/ethnic graduation requirements, that the SRJC requirement would be flexible and help students meet the variety of existing transfer requirements, and that the SRJC requirement would not add to total, current graduation requirements at the college, being fulfilled by specified courses within current requirement frameworks. Such a "Cultural Diversity" graduation requirement would highlight the college's commitment to these concerns and stimulate the development of selected, new courses within a variety of disciplines in support of global and intercultural studies. The proposal should be presented to the Faculty Senate in the Fall of 1991, with the anticipation of passage for the Fall of 1992.

39. See Appendix H: Summary of Non-Western/Ethnic Graduation Requirements, prepared by Jan Tracy in the Articulation Office of SRJC.

B. Staff Development

Faculty trained within the traditional academic disciplines only rarely have themselves had the opportunity to engage in comparative, global, intercultural, and interdisciplinary studies. Two of the main deterrents to faculty support of global and intercultural studies are their own sense of inadequacy and lack of institutional support, in the form of compensation and recognition, for their increased teaching capacities. The most frequently cited factor limiting faculty in their development of global and intercultural education was lack of time.[40] Other institutions such as Berkeley and Stanford have developed a series of programs and compensations to stimulate their faculty to enhance skills and knowledge in support of a new type of teaching the institution has come to value. It doesn't take much reward to go a long way; small investments by the institution can have major and dramatic results.

1. Creation of full, standing committee on global and intercultural education. Too few people have been working for too long in the development of global and intercultural education at SRJC. This has resulted in a considerable feeling of "burn out" among key faculty and has probably contributed to the criticism that global studies is too narrowly identified with particular faculty. One of the most important results of the colloquia and interviews of the current assessment project has been the bringing together of two groups of faculty in global *and* intercultural areas. One of the most important suggestions for strengthening global and intercultural studies is to broaden faculty participation. Transforming and enlarging the current ad hoc committee into a standing committee of eight to ten persons would give a firm foundation for their future work. Several tasks have been identified for the Committee; members of the committee should divide these tasks as appropriate to their interests and expertise. Their commitments should be substantial but limited to particular responsibilities; not everyone need be equally concerned with all tasks of the committee. Several faculty members have indicated their interest in serving on this committee. The ad hoc committee should take a draft resolution to the Faculty

40. See Appendix E: Summary of Faculty Questionnaire.

Senate on this issue in the Fall, 1990, so that a committee can be established by the Spring, 1991.

2. Identify a faculty member to act as Coordinator of global/intercultural education with sufficient reassigned time to carry out designated responsibilities. Even with a new and expanded Global/Intercultural Education Committee, some means of providing additional leadership and compensated work must be guaranteed. The G/I Committee should develop a 1725 Staff Development grant proposal for the Fall, 1990 (to be repeated in Spring and Fall, 1991) for a 20% reassignment of an identified faculty member to act as Coordinator of global and intercultural education. Three staff development grants of approximately $1800 each would provide for the "back-filling" of the faculty teaching replacement; this small sum would give considerable energy, leadership, and service in support of the global/intercultural education effort at the college. The exact responsibilities of the Coordinator could be determined at the time of applying for the Staff Development grant, but they might well include the following:

1) Serve as Chair of the G/I Committee, coordinating the activities of the committee members.
2) Support the committee members in the drafting and submitting of grant proposals in pursuit of the committee's goals.
3) Sit on the Education Equity Committee and the International Education Committee, serving as a link between these groups.
4) Work with the three "focus departments" to develop appropriate support for faculty developing global and intercultural materials for use in the class (see below).
5) Serve as a link with global/intercultural groups outside the college: the World Affairs Council of Sonoma County, the North Bay International Studies Project at Sonoma State University, and the American Cultures Center (UCB).
6) Work with and support the faculty involved in the core courses and the speakers mini-course series.)
7) Coordinate the preparation of a complete global and intercultural course list and faculty resource director.

8) Serve as a beginning resource center, collecting and directing faculty and students to appropriate guides, collections, and granting agencies.
9) Provide leadership, planning, and sustenance for the global/intercultural education effort at SRJC

The grant proposals to compensate the Coordinator would include an evaluation process which would determine whether or not the position was essential for the development of global and intercultural education at the college. If a sufficiently strong case can be made, the evaluation should be taken to the college administration, and regular college funds should be set aside for reassigned time for the Coordinator, starting in the Fall of 1993.

3. Coordination of efforts with new Educational Equity Committee and current International Education Committee. In order to broaden the impact of the new Global/ Intercultural Committee and to avoid duplication of efforts, there should be some coordination between the G/I Committee and the new Educational Equity Committee and the current International Studies Committee. Perhaps the Coordinator of G/I Studies along with another member of the G/I Committee could sit on the other two committees. Clearly, many issues are of common concern and should be addressed by the coordinated work of the three committees.

4. More effective recruitment of minority teaching faculty. Since both global/intercultural studies and educational equity would be enhanced by increased minority teaching faculty on campus, faculty need to be more directly concerned with promotion of minority recruitment and hiring. Past affirmative action efforts at the college have brought minimal results, calling the work of the current Staff Diversity/Affirmative Action Committee into question. If the pattern for "new hires" for the Spring, 1990, is not substantially different than in the past, the college must review and revise its Affirmative Action Plan. The first steps of such a review process would obviously begin with the current Affirmative Action Committee, but should not end there. Perhaps the faculty on the Global/Intercultural and the Educational Equity Committees could provide valuable guidance and stimulus on this point. Others have suggested the appointment of an Affirmative Action Officer independent of the Personnel Department. In any case, low minority teaching faculty recruitment, hiring, and retention must be addressed by the college; otherwise,

the impact of global/intercultural curricular reforms is severely limited by lack of faculty diversity.

5. Increased use of Flex Day to highlight global and intercultural education. Flex Days ought to include a series of speakers and programs to highlight the development of global and intercultural education at the college. Some of the speakers who could make effective presentations to the entire faculty would include: Dr. Barbara Bundy, former President of Dominican College and current Executive Director of the Center for the Pacific Rim, University of San Francisco; [41] Dr. William Simmons, Chair of the American Cultures Institute at the University of California at Berkeley; Professor Elisabeth Bailey, Pima Community College in Tucson, Arizona; and Professor Lynda Icochea of the Bergen Community College in Paramus, New Jersey. [42] In addition, any number of workshops could be identified and scheduled. The Global/Intercultural Committee should develop a Flex Day "plan" to cover the next several semesters with speakers and programs in support of their efforts.

6. Development of "Global/Intercultural Newsletter". Several faculty have suggested that an important and effective way of building faculty support for global and intercultural studies would be the development of a "Global/Intercultural Newsletter." A short, monthly publication focusing on topics, resources, discussion questions, and assignments that could easily be taken directly into the class by a wide variety of faculty would prove to be an effective means of broadening global and intercultural education within existing courses and strengthen faculty support of such studies. Finally, the newsletter would provide an avenue for informing faculty and staff of the mission, basic guidelines, and principles of global and intercultural education. In the Fall, 1990, a 1725 Staff Development Grant proposal for developing a "Global/Intercultural Newsletter" should be written and submitted. This

41. Contact Dr. B. Bundy, Executive Director of the Center for the Pacific Rim, University of San Francisco, Lone Mountain-Room 282, San Francisco, CA 94117-1080, (415) 666-6357.

42. The two persons listed last have been described by Gene Malvino as the "real superstars" in the business of internationalizing the community college campus and curriculum. They are well known in the profession nationally and are very adapt at the grant funding game.

would be an excellent and compensated project for one member of the new Global/Intercultural Committee.

7. Designate three departments (English, Behavioral Sciences, and Life Sciences) as focus departments for special colloquia based on strengthening already existing global/intercultural work, Fall, 1991. Following the highly successful program of integrating new intercultural perspectives within the undergraduate curriculum at University of California at Los Angeles by focusing on selected, receptive departments, the Coordinator and G/I Committee should work during the course of the academic year 1990-1991 with the Behavioral Science, English, and Life Sciences Departments to identify appropriate colloquia, speakers, and materials to support improved global/intercultural teaching. A grant proposal should be submitted in the Spring 1991 cycle of Staff Development 1725 funding in support of this project. Time should be taken to work closely with the departments to develop relevant and helpful training and materials. If the evaluation of these focus colloquia proves them successful, they should become part of the ongoing work of spreading global and intercultural studies throughout the college. Interviews with the faculty identified these three departments as perhaps the most receptive to such work; the completion of this project would lay a more solid foundation for global and intercultural education within key departments.

8. Development of on-going campus colloquia focusing on in-depth, course oriented issues. The global studies faculty have hosted a number of successful colloquia providing the college community with opportunities to debate and learn about global and intercultural education. These should be continued on some on-going basis. Given the already "heavy diet" of projects outlined, for the coming two years in particular, the G/I Committee should carefully consider a colloquia schedule to support their varied projects and undertakings. The Coordinator should help with developing a specific, three-year plan that is both sustainable and supportive of other G/I endeavors.

9. Develop an on-campus faculty Global/Intercultural Resource Center. Multiple resources exist for the development of global and intercultural studies. Some have been gathered in the process of preparing this report. All items referred to in the notes are now collected and will be held by the ad hoc G/I Committee until a more appropriate site can

be determined. The expanded G/I Committee should review needs and develop a grant proposal, perhaps for submission outside of the institution, to support the collecting and maintaining of resources in global and intercultural education. These materials might well be in the office of the Coordinator; another possible site is within the new Teaching Resource Center being proposed for the college.

C. Institutional Development

The final level of support and development of global and intercultural education is at the institutional level. The following recommendations would strengthen global/intercultural sensitivities and commitments within Santa Rosa Junior College.

1. Inclusion of concern for global and intercultural education within the mission statement of the college. Appendix C contains a "draft" mission statement which the G/I Committee should revise and submit for consideration to the Faculty Senate of the college. It would provide an institutional foundation, demonstrating the college's commitment to global and intercultural education. This effort should most likely be coordinated with the proposal for a "Cultural Diversity" graduation requirement. The two are closely linked and should proceed along the same three year path: drafting (year one), submission and defense (year two), enactment (year three).

2. Development of public goals, pedagogical principles and guidelines for global and intercultural education at SRJC. Appendix C also contains a statement of guidelines and principles. Without engaging in an endless and exhausting debate over these guidelines and principles, the G/I Committee should nevertheless come to some general agreement about these issues. It would serve as an excellent standard by which the G/I Committee and Coordinator could direct and evaluate their work. These guidelines and principles could be included in various issues of the "Newsletter," allowing the faculty to know more precisely what global and intercultural education stands for at Santa Rosa Junior College. Simple guidelines and principles which emphasize balance, inclusion, debate, and "hard" knowledge will serve global and intercultural studies best.

3. Increase connections with other academic and professional organizations concerned with global and intercultural education. Formal, institutional associations with other academic and professional organizations concerned with global and intercultural education would serve to link the college and faculty to important resources. The college should become an official associate of the Community Colleges for International Development, Inc. (CCID) a consortium of 47 U.S. and Canadian community colleges implementing international programs and projects.[43] Similarly, Santa Rosa Junior College should become a member of the Consortium for Peace Research, Education, Development (COPRED), the largest, national association of academic programs involved in global, peace studies.[44]

Of equal importance, close ties ought to be established with the North Bay International Studies Project[45], the Sonoma State University international studies faculty[46], the American Cultures Center at the University of California at Berkeley, the World Affairs Council of Sonoma County and the North Bay World Trade Association, all described in detail in earlier parts of this report. The G/I Committee should also consider developing informal ties with local ethnic organizations within the county. The advantages of such associations would be multifold, including the following: possible sharing and coordination of speakers and special events within the county, association of faculty with peer professionals at other academic institutions, inclusion of the faculty and college within relevant resource networks, and laying of

43. Contact Jim Humphrey, Executive Director, Community Colleges for International Development, Inc., (CCID), 1419 Clearlake Road, Cocoa, Florida, 32922; (407) 632- 1111, ext. 3050.

44. Contact Maire Dugan, Executive Director, COPRED, c/o Center for the Analysis and Resolution of Conflict, George Mason University, 4400 University Drive, Fairfax, VA 22030.

45. Carol Eber, Director of NBISP, has indicated that a representative of Santa Rosa Junior College would be welcomed as a member of NBISP's Advisory Board. (707) 664-2409

46. Contact persons at Sonoma State University are as follows: Brian Shears, International Students Program, 664- 2564; James E. Gray, American Multi-Cultural Studies Department, 664- 2486; Francisco Vazquez, Mexican-American Studies Department, 664-2369; and Tony White, History Department, 664-2313.

foundations for stronger and more successful grant applications by the college. In short, institutional affiliations can add stature and breadth to the global/intercultural education efforts at Santa Rosa Junior College.

4. Develop more aggressive programs for minority student recruitment and retention. Given the low minority student profile in county schools, Santa Rosa Junior College should designate an individual within the college's student recruitment program with sufficient time to work directly on minority student recruitment and retention. Currently no such person is so designated at the college, present efforts being limited to projects within EOPS and the Puente Program. Such an individual would work on a long-term basis with programs in county educational institutions to support minority student enrollment, retention, and transfer within the entire educational system. No less a long-term or comprehensive approach will be successful.

5. Development of a Grants Office to support faculty and programs in search of outside funds. An increasing number of community colleges are designating some member of their staff to coordinate grant development within their institutions. Although community colleges are not in the strongest competitive position in relation to some national granting agencies, such colleges may have special advantages with local, regional, and state granting institutions. The community college faculty would benefit greatly from assistance and direction in entering the "granting game." Global and intercultural projects are currently at the top of many granting agencies' priorities.[47] Santa Rosa Junior College ought to review this general issue and determine a plan, program, and staff position in support of grant development. The college can receive valuable guidance and direction from the National Council of University Research Administrators, the primary, national association of university and college administrators concerned with institutional grant development. This may well be a project that could be carried out within the Santa Rosa Junior College Foundation, since this organiza-

47. The Council on International and Public Affairs, for example, publishes an annual directory of grants made to educational institutions in the area of internationalizing the curriculum. Contact them at the following address: 777 United Nations Plaza, New York, NY 10017, for their survey and guidelines.

tion is already set up to receive outside funds for the college. Finally, care should be given to identify one institutional entity or avenue through which all grants are initiated and processed; institutional oversight and elimination of duplicate efforts are essential. If properly organized and administered, a granting office can generate funds far in excess of the requisite institutional investment.

6. Development of "Third World," Central American study program. Develop financial aid support for same. The recently developed programs at Santa Rosa Junior College for study abroad have been highly successful. There is already support for the development of a "Third World" site in Central America. This report commends the entire program and endorses the proposal for a fourth program. A campus in a Spanish speaking Central American country would undoubtedly find strong student enrollments and would balance the geographic and academic offerings in Europe. The foreign language department has experienced a constant growth in Spanish language enrollments and anticipates this trend will continue. One faculty member active in global/intercultural education has already taken groups from SRJC to Costa Rica; building on these foundations would be wise. Finally, in order to enable less economically advantaged students to participate in study abroad programs, the Santa Rosa Junior College Foundation should set a goal of raising funds to support less advantaged and minority student participation in international study.

7. Develop plan to inform regularly the President and the Board of Trustees of SRJC global/intercultural education efforts. The Coordinator of Global and Intercultural Studies and the Global/Intercultural Committee should work with key members of the Administration to develop a plan of regularly informing the President and the Board of Trustees of their efforts at global and intercultural education. Given the arrival of a new President in August, 1990, this is an excellent time to begin a major, systematic, and carefully considered plan to inform the President and the Board about the past, present, and future aspirations for global and intercultural education at Santa Rosa Junior College.

D. THREE YEAR DEVELOPMENT PLAN

1990-1991

1. Creation of standing Global/Intercultural Education Committee

2. Designation of Coordinator for Global/Intercultural Education

3. Completion and distribution of global/intercultural current course list and faculty resource directory

4. Revive core interdisciplinary team-taught course

5. Offer the global/intercultural speaker series, mini-course

6. Draft mission statement and "Cultural Diversity" graduation requirement

7. Develop global/intercultural internship offerings

8. Develop grant for "Global/Intercultural Newsletter," beginning production in the Spring semester

9. Design colloquia for focus departments

10. Sponsor Flex Day speakers and programs

11. Establish institutional ties with North Bay International Studies Project, Sonoma State University faculty, and the University of California American Cultures Center

1991-1992

1. Continue offering core course and speakers series

2. Evaluate success and future of these undertakings

3. Take the mission statement and "Diversity" graduation proposals to the Faculty Senate for consideration

4. Evaluate role and financing of Coordinator position, developing a proposal for regular college financing of same

5. Continue production and distribution of "Newsletter"

6. Deliver colloquia for focus departments; determine new departments for 1992-1993

7. Sponsor Flex Day speakers and programs

8. Seek funding for development of faculty Global/Intercultural Resource Center

9. Maintain institutional ties with NBISP, SSU, and UCB's ACC

1992-1993

1. Coordinator of Global and Intercultural education supported with general college funds

2. Implementation of "Cultural Diversity" graduation requirement

3. Continued development of focus department colloquia

4. Continued production and distribution of "Newsletter"

5. Development of outside grants to support on-going and new programs of the Global/Intercultural Education Committee

6. Sponsor Flex Day speaker and programs

7. Establish faculty Global/Intercultural Resource Center

8. Maintain institutional ties with NBISP, SSU, and UCB's ACC

V.

APPENDICES

APPENDIX A

Detailed Summary of GLOBAL STUDIES at SRJC, 1983-1990.

The following is a list of SRJC Global Studies faculty activities. Some events may have been omitted, but I think it is fairly inclusive. Events, speakers, proposals that were worked on, but did not occur are not included nor are the programs and events initiated by the student global studies club.

JoAnne Black, 5/12/90

1983

- Senate ad hoc Global Studies Committee formed in Fall, 1983.
- Global Studies faculty development materials collection gathered in the library. A bibliography on teaching global studies issues and an article proposing Interdisciplinary Global Studies published in Off shoots.

1984

- *Global Studies at SRJC: a two-session course for faculty.*

  Educ. 760. 1/2 unit credit. March 21 and April 11.
  Session I. Lecture and discussion led by Prof. Michael N. Nagler, U.C., Berkeley.
  Session II. Faculty colloquium on Global Studies

- *Creative Problem Solving,* faculty workshop by Deborah Sweitzer on May 9, 1984.
- Jaye Miller and Art Hoffman took a group of students to the World Affairs Council seminar at Asilomar. They presented their report to the campus community on May 14th.
- *GLOBAL PERSPECTIVES: America & the World Community.* Lecture series offered for 1 unit of credit. Soc. Sci 48. Fall, 1984. Faculty and Guest Lecturers:

  Michael Nagler: *The Future of Nonviolence.*

  Joyce Welch: *Language and Violence*

Nick Allen: *The Effects of Yesterday's Election on Central America*

Tony d'Abbracci: *Sorcerers Apprenticed*

Paul Lieber: *Unity and Diversity*

Claudia Carr: *Turning around World Hunger*

Marilyn Milligan: *Doves, Hawks and the Humble Sparrow*

JoAnne Macdonald: *Biography of a Force*

[**boldface** indicates guest lecturer; others are faculty].

1985

- Global Studies Student Group formed in 1985

  The student club has been active each year, and has managed to successfully pass leadership on to incoming students. The club has sponsored many activities and published newsletters. In 1989, the club changed its name to GAIA (Global Awareness in Action). It received the award for Best Student Club in the Fall, 1989.

- Guest speakers, Spring, 1985:

  Prof. **Levell Holmes**, from SSU, on apartheid in South Africa. Film shown and Panel with Ken McGoon and Raoul Guzman in Newman.

  Sharon Tennison with slide/lecture on citizen diplomacy in USSR, in John Crevelli's class.

- *GLOBAL PERSPECTIVES* lecture series. Soc. Sci 48. Fall, 1985:

  Walt Turner: *South Africa: issues and Background*

  Robert Irwin: *Civilian-Based Defense: National Defense by Nonviolent Struggle*

  Marilyn Milligan and Scott Fuller: *Nonviolent Conflict Resolution: from Global to Interpersonal Perspectives*

  Susan Baldi and **Sharon Tennison**: *Personal Professional Pathways to Peace: Nongovernmental Relations with the Soviet Peoples*

  Michael Shuman: *Building Municipal Foreign Policy*

  Jaye Miller: *Star Wars Across the Pacific*

Carolyn Merchant: *The Death of Nature: Women, Ecology and the Scientific Revolution*

JoAnne Macdonald: *Peace in the Curriculum: Academic Responsibility and Global Crises*

1986

- Scholar-in-residence, Spring, 1986: Prof. **Elise Boulding,** Sociologist.

  She visited campuses in California on a tour sponsored by the UC Institute for Global Conflict and Cooperation to talk on teaching issues of peace and war. She spoke in Newman at 10 and at noon and led a discussion in the Faculty Lounge in the afternoon on "Imaging the Future".

- *The Fragmented World,* title of the team-taught course beginning in Fall, 1986 and offered for two years.

  Global Studies was listed in the Schedule of Classes. and included three courses: Psych 4, Marilyn Milligan; Soc. 1, Scott Fuller, English 1B, Pat Pacheco. All three classes met together each Monday in Newman. Lecture titles were published and open to everyone. This Global Studies Monday Lecture series included guest lecturers as well as the course instructors.

- The following guest lecturers were scheduled for the campus and the Fall, 1986 team-taught classes:

  Prof. **Huston Smith,** Scholar-in-residence, Oct. 6, 1986. Spoke in Global Studies class at 10 in Newman, again at Noon in Newman, and led a discussion group in Faculty Lounge in the afternoon on religion and world problems.

  Jeffrey Masson. Scholar-in-residence, Oct. 27, 1986. Same format as above on his controversial work at the Freud archive.

  Prof. **Susan Schweik,** UC, Berkeley, Nov. 17, 1986. Spoke in Global Studies class at 10 on women and the literature of war. In the afternoon, she led a discussion with faculty for two hours on teaching literature and issues of war and peace.

- *Global Studies Program Notes,* a newsletter for faculty and the campus community was published irregularly since Oct, 1986.

1987

- *International Geographic.* This series began in 1986-1987 was an informal noon series in the Library or Newman in which faculty members who traveled abroad shared their slides and observations. e.g.,

  Joyce Griffin: *Ecuador's headwaters of the Amazon, tropical rain forests and the Galapagos.*

  JoAnne Black: *Inside India*

  Pat Pacheco: *Bali and Thailand*

  Susan Baldi: *Soviet Union*

  Scott Fuller: *Nepal and North India*

- Global Studies Speakers and Events, Spring, 1987:

  Joan Bokear, of Citizens Network, Cornell on March 9, 1987 at Noon in the Oak Room

  Prof. **Barbara Christian**, UC, Berkeley, speaking on *Black Women Novelists* at 10 in Global Studies Class in Newman followed by discussion in the Oak Room.

  Joanna Macy, Scholar-in-residence, May 4, 1987 spoke in Global Studies class in Newman at 10 and at Noon and led discussion in the afternoon in the Faculty Lounge on her work: "Despair and Personal Power in the Nuclear Age."

  WORLD GAME, an interactive dialogue about world resources using a Buckminster Fuller map of the world spread on the floor of Tauzer Gymnasium.

  Carolyn Merchant returned and gave lecture in Newman.

- Improvement of Instruction Day, March 6, 1987

  Two sessions of the workshop, *Global Studies at SRJC* , were offered to about 50 or so in attendance.

- Faculty Inservice Workshop, Dec. 7, 1987 led by **Maire Duggan**, Executive Director of the Consortium for Peace Research and Education Development (COPRED)

1988-1989

- **Barbara Christian** returned in Spring, 1988 to speak in Newman and gave workshop for faculty in the afternoon on multicultural teaching issues.

By Fall, 1988, the majority of events related to Global Studies were initiated and sponsored by the student club rather than by faculty, although several faculty members continue to give support and guidance to the students. Students entering from high school now arrive on campus with effective high school programs on global education and expect more here. In addition, there is an increasingly eloquent concern expressed by minority students that there is little or no focus on multicultural perspectives in the degree requirement courses.

1989-1990

- **Alan Gussow**, Spring 1990. An artist and environmentalist showed slides and talked about his project in El Salvador. A noon program in Newman.

- **Global and Intercultural Studies Assessment and Development at SRJC**

  A 1725 Staff Development grant awarded in December, 1989 for a study, conducted by Dr. Jaye Miller, to include questionnaires, interviews, colloquia, and final report with recommendations.

- The assessment included the following faculty workshops in Spring, 1990:

  Toward a definition of Global Studies: past and current thinking, practices and resources at SRJC.

  Toward a definition of Intercultural Studies: past and current thinking at SRJC.

  Placing SRJC's Efforts in Context: summary of current and planned global education programs in K-12, community colleges, and universities in Sonoma County, the Bay Area, and California.

  Interdisciplinary Education and Global Studies: exploring the difficulties and possibilities.

  Review of final Report's Recommendations

SUMMARY OF COLLOQUIA

All Colloquia are available on video tape in the Library.

COLLOQUIUM 1
Toward a Definition of Global Studies

February 20, 12:30-2:00; Oak Room

I. Thanks to all who have supported development of current Global Studies Assessment Project; appreciation to those attending; introduction to importance of rethinking U.S. global perspectives and education. Jaye Miller, Project Coordinator.

II. *Panel Presentation on Past Global Studies at SRJC*

A. Pat Pacheco described the interdisciplinary course (English, Sociology, and Psychology) titled "Global Studies, A Fragmented World" offered at SRJC in 1986. The primary themes of the course were gender, social justice, environment, and conflict resolution; the primary thesis of the course was that patterns of communication and analysis bridge common perceptions of global fragmentation. He felt the course had been a great success.

B. Joyce Griffin reviewed the history of global studies at SRJC, including the first listing of bibliographies and library sources, the multiple lecture series of 1984-1987, courses that had been coordinated around global themes, and the student global studies club. Her analysis emphasized the strong beginnings of global studies, the necessity of broadening earlier definitions of global studies beyond peace issues, and the need for greater coordinating staff support in the future.

C. Gary Anderson talked of specific courses which he and Dick Shore offer in geography. He feels that the

general geographic illiteracy of students is important to address; their courses try to give specific and technical knowledge that will help students see the U.S. in more accurate global perspective. He encouraged the use of maps broadly in the curriculum. His emphasis on cultural geography emphasizes language, religion, and demographics. He discussed a valuable video, "Understanding Islam" as an example of how students can be challenged in their cultural and national thinking.

D. Harriet Lewis described the development of international hunger as an important issue in nutrition courses. She shared several teaching aids and lessons plans for its inclusion in courses. She emphasized the importance of countering students' pessimism and passivity. She shared the successes she has had with the four part video, "The Politics of Food."

E. Scott Fuller concluded with a continuation of Pat Pacheco's presentation, trying to answer the question of why the course had not been repeated. He felt that although the course was of great value it had taken a tremendous amount of effort to organize. He argued that the faculty simply ran out of energy. He argued that only some kind of release time arrangements made such experiments possible and productive of long-term results. He continued with a plea that some sort of on-going forum must address global issues a the college.

III. *Concluding Exchange, included attention to the following:*

A. Developing global aspect of Core Curriculum at SRJC

B. Importance of compensation and support staff

C. Interdisciplinary teaching and global studies

D. Developing connections and sharing among faculty

E. How to connect Third World to U.S. domestic issues

F. Ways to list and promote global studies courses

G. Encouraging students to connect global to local issues

COLLOQUIUM 2
Towards a Definition of Intercultural Studies

March 7, 2:00-3:30; Oak Room

I. *Introduction:* Comments of appreciation and welcome. (Jaye Miller) Brief defense of Intercultural Studies as extension and complement to Global Studies: importance of broadening the Anglo-centric curriculum not only for minority students but for students from dominant culture as well.

II. *Presentations:*

A. Susan Baldi (Instructional Office): Susan talked of growing up in an academic family where foreign travel for her father's research and welcoming of foreign graduate students in the home enriched her experiences of childhood. From those times she gained a "way of thinking" that welcomed diversity and gave her a critical approach to learning and culture. She would like to see more of that orientation and way of thinking across the curriculum and within the institutional development of the college. She gave several specific suggestions such as Flex Day activities, student services, and foreign sabbaticals.

B. Chris Christopher (Life Sciences): Chris reported on the various types of programs he is currently offering and developing which take SRJC students to Costa Rica to study the destruction of the rain forests. He spoke of the rich opportunities these programs provide for the students to understand the complex interconnections between poverty, population, culture, language and the fate of the rain forests. He provided details on the varied study excursions he has hosted. Participation is determined on the basis of first applying, first included. He feels that much can be done to enhance the programs, agreeing with the suggestion that scholarships for low-income, minority students would be excellent. Finally, he underscored the importance of faculty sharing of expertise to enrich the teaching experience.

C. Jack McCune (Social Science): Jack spent last Spring in Paris with a group of 27 students from SRJC. He

spoke from his long experience of teaching Western Civilization at the college to lament the provincialism of U.S. society. This lack of appreciation for language study and lack of deep in terests in other cultures limits the depth of experience and understanding when Americans travel abroad. He gave several examples of "Americans in Europe" which are not just embarrassing but sad. He feels that his Western Civilization and SRJC Paris students are really the cream of the crop, honor students; but even they are limited by the culture of which they are a part. Nothing less than a broad, deeper appreciation of other cultures is needed throughout American society.

D. Raquel Rasor (ESL): Raquel reviewed the history of ESL at SRJC, from its beginning with two classes in 1970 through the present in which forty-six classes at six levels are offered to a total of 600 students. Many of these students are 3rd, 4th, and 5th language students; she challenged common assumptions that ESL students are immigrants or of limited educational achievement. She also questioned the continued perspective that ESL is serving "temporary" needs; ESL should be seen as an important and permanent part of the college. She reported that ESL students are daily assaulted on the campus by a variety of racist and cultural insensitive remarks and behaviors. She urged a broad education of the faculty, staff, and students to the special needs of the ESL students in their midst. Her concluding message was that "global awareness begins at home."

E. Maaza Belata (ESL student): Maaza spoke of her experiences as a refugee from Eritrea and her life in Sudan and France before her studies in the United States. She described how she and her family had tried to "respect the cultures" through which they passed, how they learned the languages, dress, and customs of these different societies. She lamented the dif ficulties in ever feeling at home as a refugee; regardless of how one tries, one is always reminded of being an outsider. Few students and faculty seem to have any real interests in knowing more about her life and experiences. She worries about the future for herself and her children, and for the welfare of the country which they want to make home.

F. Raoul Guzman (Behavioral Science): Raoul concluded the presentations with an account of his own efforts to "feel at home" in this country in which he and his parents were born. The assumption by the dominant anglo culture that anyone not white doesn't really belong here denies the deeply multi-cultural reality which makes up U.S. society. He recounted the multiple efforts over the past twenty years to sensitize SRJC to this multi-cultural reality. He felt discouraged by the lack of progress and lack of success; the effort always seems to be starting over from the beginning. He questioned whether "ethnic studies," "multicultural studies," and now "intercultural studies" are just fads which try to cover-up the deep racism toward people of color in U.S. culture. As the U.S. moves early in the next century toward a society with some 40% non-white citizens, it will be imperative that all of our current students have a broader and deeper appreciation of cultural difference and diversity. Economics alone will demand these changes. He challenged the Anglo faculty: if he could learn to appreciate the Anglo-Western tradition and could include it in his classes, so too they can benefit greatly from studying and including non-Anglo cultures in their courses.

IV. *Discussion:* Lively discussion with statements, suggestions, and perspectives from several faculty and students included the following points:

A. Importance of seeing our students as a treasured resource which our society must not squander or destroy.

B. Importance of providing course offerings for minority students so they might understand their culture and traditions.

C. Importance of including multi-cultural materials for all students throughout the curriculum so they are prepared for the society which actually exists in the U.S.

COLLOQUIUM 3
Place SRJC's Efforts at Global/Intercultural Education in Context

March 29; 2:30-4:00; Oak Room

I. *Presentations*

A. Carol Eber, Training Coordinator for the North Bay International Studies Project at Sonoma State University, reported on the work of NBISP. In 1985 the California legislature responded to reports on the geographical and historical illiteracy of California students by mandating the creation of a California International Studies Project. The purpose of the project was to develop closer ties between universities and K-12 schools in the promotion of global and intercultural education. Two years ago, the North Bay International Studies Project was added to the state system of Resource Centers and now serves the public schools of Sonoma County. The basic strategy is to work closely with teams of teachers in five core school districts to develop leadership, curriculum, and team work skills for teachers committed to im proving global and intercultural perspectives in the classroom. As Training Coordinator, Carol offers a number of training sessions for teachers during the academic year. In addition, NBISP also sponsors Summer Institutes; this summer's programs will focus on Mexico, including the possibility of language study in Mexico itself. Carol invited SRJC faculty to familiarize themselves with her Resource Center's holdings and to use some of the many books and resources on global and intercultural education and curriculum. Further, she urged us to explore an on-going working relationship with the Center and SSU, so that our faculty might participate as lecturers or members of programs sponsored by the Project.

B. Jan Tracy, who directs Articulation at SRJC, spoke about the increasing number of California State Universities and UC campuses that are developing graduation requirements in the area of cultural diversity: ethnic studies, non-western cultures courses, or multicultural studies. She handed out a summary of such requirements and suggested that it is important for SRJC

faculty and administration to consider the implications of such requirements for our own curriculum and our own graduation requirements.

C. Jaye Miller, Coordinator for the SRJC Global and Intercultural Assessment Project, reported on programs and requirements at other schools within the state. In brief, he talked of the following: 1) The increasing awareness and importance placed on global and intercultural education in teacher credential programs throughout the state. 2) The models provided by Stanford University's CIV requirement (mandating coverage of non-western cultures, women, and ethnic minorities) and the University of California's new American Cultures Breadth requirement (each course of which must cover three of the major ethnic groups in California society). 3) The increasing number of community or junior colleges requiring an ethnic or multicultural course for graduation. 4) The developed network and resources available through the Consortium for Peace Research, Education, and Development (COPRED) on peace and social justice programs. and 5) The importance of developing close ties with other academic institutions; the possibilities of closer SRJC/SSU cooperation in the areas of global and intercultural studies.

II. *Group Discussion*

Participants were impressed with the wide-spread attention to global and intercultural studies in California public schools and institutions of higher learning. A wide ranging discussion followed. The first major segment focused on questions to and responses from Carol Eber concerning the extent of resources at NBISP and the possibilities of specific cooperation between SRJC and NBISP. The second half of the discussion explored a variety of suggestions about strengthening global and intercultural studies at SRJC: the possibility of an ethnic studies requirement at SRJC, and the importance of finding some way to global/intercultural studies at SRJC.

COLLOQUIUM 4
Problems and Prospects of Global and Intercultural Education at SRJC

April 11, 2:30-4:00; Oak Room

I. *Presentations* by Edith Briggs (English) and JoAnne Black (Library).

Edith spoke of several examples of particular subjects, assignments, and handouts she has used with success to raise global issues with students. She enthusiastically endorsed faculty involvement in global studies. JoAnne gave a brief overview of past efforts at global studies at SRJC. She went on to argue that global/intercultural studies offers one of the best staff development possibilities one can imagine for the college. She particularly praised multicultural approaches and was pleased with the increasing dialogue between faculty interested in global and intercultural approaches.

II. *Summary of Major Recommendations* (presented by Jaye Miller and discussed by those present) Included here to indicate opportunity given for faculty input on final report.

A. Mission Statement:

Our contemporary world is characterized by increasing global interconnectedness; ecological, economic, political, cultural, and security issues all require global thinking and perspectives, knowledge of global geography, and sensitivity to varied histories and cultures. Similarly, even our national life is colored by multiple ethnic, racial, and cultural complexity and diversity. Students' success in and beyond school will require the development of knowledge, skills, and sensitivities to cultural differences and dynamics. SRJC commends its faculty and students to developing curricula, policies, and general educational atmosphere supportive of the most effective global and intercultural education possible.

B. Guiding Principles for the Development of Global and Intercultural Education:

Without infringing on the academic freedom of the faculty, SRJC efforts at global education should be characterized by balance and attention to multiple approaches. The approach itself must be global and multicultural, involving as many faculty and disciplines as possible and avoiding an overly close identification with any discipline, department, or sector of the college. Global and intercultural education should shape the entire curriculum. The faculty should work hard to welcome participation by faculty from all disciplinary, philosophical, and political perspectives. One of the highest and most creative challenges is the combination of global and intercultural education; both should give students an increasing knowledge, awareness, and skills in dealing with global and national cultural diversity.

C. Statement of General Pedagogical Principles in Global and Intercultural Education:

To be drafted from materials of The North Bay International Studies Project and report by Gene Malvino, Business Administration, SRJC; including such approaches as the following: critical thinking, interconnected systems, historical context, multiple perspectives, and conflict management; cosmopolitanism, intercultural communication, cultural sensitivity, acculturation, effective intercultural performance, and cultural synergy.

D. Strategies for Development of Global and Intercultural Education at SRJC

1. Curriculum Development that can be carried out immediately with minimal changes or approvals:

a. List courses and faculty already involved in Global/Intercultural studies to be distributed to academic counseling staff.

b. Interdisciplinary Core course for Spring 1991: 2-3 courses within general education core, supported by grants to compensate for team teaching coordination. This course should be followed by similar core courses in all future semesters.

c. Identify "Pilot" faculty and courses in key departments: to be supported by grants, to develop model courses

d. Increased utilization of existing internship courses for the study of global and intercultural issues

e. Increased use of student resources available from relevant student clubs: GAIA and ethnic student organizations

f. Use of "FLEX DAY" to highlight global and intercultural education

2. *Staff Development that can be carried out with minimal reforms*

a. Request change of status of "Ad hoc Committee on Global Studies" to a regular and expanded committee on "Global and Intercultural Studies"; lead committee in support of future developments for Global and Intercultural Education at SRJC.

b. Request new "Minority Faculty" committee be formed to promote minority faculty hiring, programs and curriculum;application for grant to support work

c. Establish formal link with SSU's North Bay International Studies Project

d. Development of global/intercultural "Newsletter" for faculty and grant to support same

3. *Longer term Institutional Development requiring planning, development of faculty and student support for implementation:*

a. Passage of college mission statement on global and intercultural education

b. Begin campus debate aimed at cultural diversity graduation requirement

c. Identify a faculty person to act as Coordinator for Global/Intercultural Studies; provide such a person with sufficient reassigned time to carry out relevant duties

d. Development of campus global and intercultural studies Resource Center for students and faculty; possibly to be combined with new library/learning center

e. Press for development of Grants Office at SRJC; list examples of grants from other institutions

f. Develop ties with professional associations and other campuses and programs relevant to support of Global

and Intercultural Education at SRJC; to be facilitated by Coordinator and part of Resource Center

COLLOQUIA PARTICIPANTS

Gary Anderson, Earth & Space Sciences
Susan Baldi, Instructional Office
Will Baty, Library
JoAnne Black, Library
Denny Bozman-Moss, English
Joyce Chong, EOPS
Chris Christopher, Life Sciences
Brenda Collins, Behavioral Sciences/Psychology
Tony d'Abbracci, Philosophy/Humanities
Craig Foster, English
Susan Fountain, Learning Services
Scott Fuller, Behavioral Science
Joyce Gronroos, Bus Office Tech
Joyce Griffin, English
Karin Guzman, Counseling
Raoul Guzman, Behavioral Science
Xuan Ho, Health Occupation
Karen Kellam, Counseling
Harriet Lewis, Consumer Family Studies
Gene Malvino, Business Administration
Maryanne Michaels, EOPS
Jack McCune, Social Science
Charles Miller, Learning Services
Jaye Miller, Social Science
Steve Olson, Academic Affairs
Pat Pacheco, English
Erlinda Peraza, EOPS
Gus P'Manolis, Social Science
Luz Navarrette, Counseling
Raquel Rasor, English
Steve Rabinowitsh, Social Science
Joy Schuelke, Business Administration
Dianne Smith, Behavioral Science
David Sortino, Child Development
Jan Tracy, Articulation
Everett Traverso, Philosophy/Humanities
Bill Vosburg, English

Those Requesting Summaries of Colloquia:

Susan Baldi, Instructional Office
Chris Bekins, Consumer and Family Studies
Patrick Boyle, Mathematics
Howard Bryan, Business Office Technology
Ed Buckley, Instructional Office
John Crevelli, Social Science
Jean Davis, Counseling
Cheryl Dunn, Basic Skills/Voc Studies
Johnny Hassenzahl, Physical Education
Deanna Hatter, Counseling
Shirley Kotite-Young, English
Ken Magoon, Behavioral Science
Lila McDermott, Basic Skills/Voc Studies
Roy Mikalson, Superintendent/President
Stephen Petty, Philosophy/Humanities
Helen Ramstad, Contract Instruction
Nikki Raschbacher, Art Gallery
Catherine Sagan, English
Peg Saragina, Business Office Technology
Jeanne Simons, Petaluma Center
David Turner, Agriculture/Forestry
David Wolf, Academic Affairs

Students attending or requesting summaries

Brandon L. Abram, President, AASU
Maaza Belata, ESL
Lilian Castillo, Puente Program
Shirley Castillo, Puente Program

APPENDIX C

MISSION STATEMENT, GUIDELINES, AND PRINCIPLES

A. MISSION STATEMENT:

Our contemporary world is characterized by increasing global interconnectedness; ecological, economic, political, cultural, and security issues all require global thinking and perspectives, knowledge of global geography, and sensitivity to varied histories and cultures. Similarly, even our national life is colored by multiple ethnic, racial, and cultural complexity and diversity. Students' success in and beyond school will require the development of knowledge, skills, and sensitivities to cultural differences and dynamics. SRJC commends its faculty and students to developing curricula, policies, and general educational atmosphere supportive of the most effective global and intercultural education possible.

B. GUIDING PRINCIPLES FOR THE DEVELOPMENT OF GLOBAL AND INTERCULTURAL EDUCATION:

Without infringing on the academic freedom of the faculty, SRJC efforts at global education should be characterized by balance and attention to multiple approaches. The approach itself must by global and multicultural, involving as many faculty and disciplines as possible and avoiding an overly close identification with any discipline, department, or sector of the college. Global and intercultural education should shape the entire curriculum. The faculty should work hard to welcome participation by faculty from all disciplinary, philosophical, and political perspectives. One of the highest and most creative challenges is the combination of global and intercultural education; both should give students an increasing knowledge, awareness, and skills in dealing with global and national cultural diversity.

C. Statement of General Pedagogical Principles in Global and Intercultural Studies:

Gene Malvino of the Business Administration Department has provided the following summary of Drs. P.R. Harris and R. T. Moran's Managing Cultural Differences, *(Gulf Publishing, 1987); it provides an excellent set of principles which could serve to unite faculty around a common set of principles.*

The Concept of Cosmopolitan: being a sensitive, innovative and participative person, citizen and leader, capable of operating in a global or pluralistic environment. This is a multinational, multicultural citizen/country repre sentative who can manage accelerating change and differences in his or her own life. The cosmopolitan person is open and flexible in approaching others, can cope with situations and people quite different from his/her background, and is willing to alter personal attitudes and perceptions.

The Concept of Intercultural Communication: recognizing what is involved in one's image of self and role; of personal needs, values, standards, expectations,; all of which are culturally conditioned. Such a person under stands the impact of cultural factors on behavioral communication, and is willing to revise and expand such images as part of the process of growth. Furthermore, he or she is aware of such differences in others participating in human interaction, especially with persons of a foreign culture. As a person/citizen, therefore this individual would seek to get into the world of the receiver, and improve cross-cultural communication skills, both verbal and nonverbal. Not only does such a person seek to learn appropriate foreign languages, but is cognizant that even when people speak the same language, cultural differences can alter communication symbols and meanings.

The Concept of Cultural Sensitivity: integrating the characteristics of cul ture in general, with experience in specific organizational, minority, or foreign cultures. Such a person acquires knowledge about cultural influences on behavior; cultural patterns, themes, or universals; diversity of macrocul tures and microcultures. As a cosmopolitan person, this individual can translate such cultural awareness into effective relationships with those who are culturally different.

The Concept of Acculturation: effectively adjusting and adapting to a specific culture, whether that be a subculture within one's own country or abroad. Such a person comprehends what is involved in self and group identity, and is alert to the impact of culture shock or differences upon one's sense of identity. Therefore, when operating in a strange culture or dealing with people, employees, colleagues, etc. from different cultural backgrounds, the person/citizen develops skills for adjusting and avoiding ethnocentrism.

The Concept of Cultural Management Influences: appreciating the influences of cultural conditioning on management of information and human/natural resources. One's native culture affects the way a person views every critical factor in the life/work/career/living process, from decision-making and problem-solving to work ethic, supervision, and appraisal. The cosmopolitan person/citizen is aware that what is acceptable for people to do in one culture, may be unacceptable and cause conflict or strife in another culture. Such an individual tries to adapt modern principles of ethics, morality, administration, lifestyle, politics, etc. to the indigenous circumstances.

The Concept of Effective Intercultural Performance: applying cultural theory and insight to specific cross-cultural situations that affect people's health and welfare, performance on the job, responsibilities of citizenship, family, etc. Such a person must understand the peculiarities of a people that in fluence work, play, etc. and make provisions for overseas adjustment, culture shock, changing organizational environments and overcoming cultural handicaps and limitations.

The Concept of Changing International Business, Economics and Politics: coping with the interdependence of business, economic and political activity throughout the world, as well as subculture of the person's specific group in all nations of similar ideology (eg. capitalistic, socialistic, communistic, etc.). In the private sector there is an emerging universal acceptance of certain business technology—computers, management information systems, reporting procedures, accounting practices. Yet, the cosmopolitan person must be sophisticated enough to appreciate the effect of cultural differences on standard practices, especially in terms of profits, organizational loyalty and such common activities as reward/punishment of employees, etc. The cosmopolitan

person/citizen is aware of acceptable, universal business, economic and political principles, practices and procedures.

The Concept of Cultural Synergy: building upon the very differences in the world's people for mutual growth and accomplishments by cooperation. Cultural synergy through collaboration emphasizes similarities and common concerns, integrating differences to enrich human activities and systems. By combining the best in varied cultures and seeking the widest input, multiple effects and complex solutions can result. Synergy is separate parts functioning together to create a greater whole and to achieve a common goal. For such aggregate action to occur, all persons require a new set of cross-cultural skills.

The Concept of Work Culture: applying to general characteristics of culture to the specifics of how people work at a point in time and place. In the macro sense, work can be analyzed in terms of human stages of development – the work cultures of hunter, farmer, factory worker, and knowledge worker. In the micro sense, work cultures can be studied in terms of specific industries, organizations, or professional groups. The cosmopolitan person/citizen must come to understand the global transition to a new meta-industrial work culture and have an opportunity to influence the outcome.

The Concept of World Culture: understanding that while various characteristics of human culture have always been universal, a unique world culture is emerging. Advances in mass media, transportation, and travel are breaking down traditional barriers among groups of people and their differing cul tures, so that a homogenization process in underway. Global citizens are alert to serving this commonality in human needs and markets with functional, transnational strategies.

APPENDIX D

PERSONS INTERVIEWED

I. Faculty, SRJC

Foley Benson, Behavioral Science
JoAnne Black, Library
Gary Brown, Computer & Info Science
Chris Christopher, Life Science
John Crevelli, Social Science
John Daly, Counseling
Izzy Derkos, Physical Education
Susan Fountain, Learning Services
Dean Frazer, Social Science
Scott Fuller, Behavioral Science
Joyce Griffin, English
Raoul Guzman, Behavioral Sciences
Art Hofmann, Foreign Language
Bruce McPherson, Business Administration
Gene Malvino, Business Administration
Jack McCune, Social Sciences
Gus P'Manolis, Social Sciences
Raquel Rasor, English
Rich Rose, Counseling
Robert Rubin, Life Sciences
Joy Schuelke, Business Administration
Dianne Smith, Behavioral Sciences
Richard Thomas, Agriculture/Forestry
Everett Traverso, Philosophy/Humanities
Dick Webster, English

II. Administrative Staff

Susan Baldi, Asst. Dean, Instructional Services
Will Baty, Director of Learning Resources
Ed Buckley, Dean of Liberal Arts
Paula Coulson, Assistant Director of Reentry
Maryanne Michaels, Director EOPS
Roy Mikalson, Superintendent/President

Charles Miller, Coordinator of Learning Services
Lee Munson, Director of Personnel
Ricardo Navarrette, Admissions & Records
Steve Olson, Academic Affairs
Jan Tracy, Articulation
Sylvia Wasson, Petaluma Center
David Wolf, Vice President of Academic Affairs

III. Persons interviewed during course of research trip: March 14-March 20, 1990

Dr. Thomas Almaguer
Ethnic Studies, University of California Berkeley
Lucy Blackmar
Letters and Science, University of California Los Angeles
Dr. Leonard Davidman
Education Department, Cal Poly
Sue Greer
Administrative Director, Institute for Global Conflict and Cooperation, University of California San Diego
Dr. Bud Mehan
Education, University of California San Diego
Dr. Michael Nagler
Peace and Conflict Studies, University of California Berkeley
Dr. Alberto Ochoa
Education, California State Universiy San Diego
Dr. William Simmons
Institute for Study of American Culture, University of California Berkeley

APPENDIX E

SUMMARY OF FACULTY QUESTIONNAIRE

All of the questionnaires have been saved to retain full data and comments made by faculty; they are available from the ad hoc committee on global studies. A total of 77 questionnaires were returned; more than 50% included extensive comments.

A. Toward a definition of global and intercultural studies

1. Of the following items listed for ranking by the faculty *(national/regional conflict, environmental degradation, poverty, world debt, peace studies, economic interdependency, justice, hunger, AIDS, health, technological development, government, restructuring of Soviety block, study abroad, rise of the European Economic Community, greenhouse effect, world population, and U.S. trade debt),* respondents most consistently classified all of "great relevance;" percentages on individual items ranged from 83% to 26%, in almost every case ranked above "moderate relevance," and "little relevance." In short, the faculty endorsed a broad, inclusive definition of global studies.

2. Of the following items listed for ranking by faculty *(ethnic conflict, racism, sexism, poverty, social justice,* women's *rights, Third World development, hunger, national health care, housing and the homeless, AIDS, government, education, language study, ESL, economic productivity, effective business management, culture, and art),* respondents most consistently classified all of "great relevance;" percentages on individual items ranged from 85% to 14%, in almost every case ranked above "moderate relevance," and "little relevance." Again, the faculty endorsed a broad, inclusive defintion of intercultural studies.

B. Growing importance of global perspectives within traditional academic disciplines.

1. In recent decades, has there been a significant growth in general global interdependency? Yes: 99% No: 1%
2. If there has been such a growth, has it affected the content or methods of your teaching? Yes: 75% No: 25%
3. Have the professional association and journals in your teaching field reflected on the issues of global interdependency and the importance of global education? Yes: 73% No: 27%
4. Would greater attention to this issues by increased sharing and discussion with colleagues improve the quality of your teaching? Yes: 81% No: 19%

C. Growing awareness of intercultural, multicultural, and ethnic perspectives within traditional academic disciplines.

1. In recent decades, has there been a significant growth of cultural diversity in your classes? Yes: 63% No: 37%
2. If there has been such a growth, has it affected the content or methods of your teaching? Yes: 73% No: 27%
3. Have the profesional associations and journals in your teaching field reflected on the issues of intercultural exchange? Yes: 65% No: 35%
4. Would greater attention to these issues by increased sharing and discussion with colleagues improve the quality of your teaching? Yes: 83% No: 17%

D. What factors limit or prevent increased attention to global and intercultural perspectives in your teaching?

Items were ranked in the following order (total numbers indicated): lack of time (34), lack of flexibility in curriculum (14), lack of student preparation (12), lack of student interest (10), lack of campus lectures and art programs (10), lack of administrative support (8), lack of support programs (8), lack of adequate library resources (6), lack of audio-visual resources (6), and lack of faculty support (6).

APPENDIX F

SUMMARY OF STUDENT QUESTIONNAIRE

The following survey was handed out by members of GAIA and selected faculty. Of the approximately 500 questionnnaires returned and tabulated, the results are as follows:

GLOBAL AND INTERCULTURAL EDUCATION ASSESSMENT

During this semester a group of faculty have been studying Santa Rosa Junior College's commitment to global and ethnic studies. Your filling out the following brief questionnaire, would be helpful and supportive of their efforts. Thank you.

I. As a student at Santa Rosa Junior College do you feel that your courses and education here are adequately preparing you to understand and to deal with the global dimensions of contemporary political, economic, cultural, and environmental concerns?

YES 63% NO 37%

II. As a student at Santa Rosa Junior College do you feel that your courses and education here are adequately preparing you to understand and to deal with the increasing ethnic diversity of California and American culture, society, politics, and economics?

YES 55% NO 45%

III. Please feel free to discuss below and/or on the back any ideas that you have for improving global and ethnic studies on the SRJC campus. You may wish to consider such issues as global and ethnic studies courses, team taught courses, lecture series, public events, and a global/intercultural studies center on campus.

Some 28% wrote extensive comments which are being saved.

APPENDIX G

GLOBAL/INTERCULTURAL PROGRAMS FROM WHOM WE HAVE RECEIVED MATERIALS

The American University, Peace Studies
Aquinas College, Social Sciences
Association Mennonite Biblical Seminaries, Peace Studies
The Australian National University, Peace Research Center
Bhagalpur University, Department of Gandhian Thought
Bowling Green State University, Department of Sociology
Brandeis University, Peace Studies
Bridgewater College, Peace Studies
California Institute of Integral Studies, Peace/War/Global
Center for Economic Conversion
Chapman College, Peace and Justice
Coastline Community College, Video resources
COPRED
Conrad Givebel College, Peace and Conflict Studies
Cornell, Peace and Social Justice
Dominican College, International Studies
Five Colleges Program and Peace and World Studies
George Mason University, Center for Conflict Analysis
Georgetown University, Center for Peace Studies
Goshen College, International Education
Gothenburg University, Peace and Development Research
Insitutue
Gustavus Adolphus, Peace Education
Institute for Global Security
Institute for International Peace Studies
Inter-University Center, Dubrovnik, Yugoslavia
Irish School of Economics
Juniata College, Peace and Conflict Studies
Kent State, Center for Peaceful Change
London School of Economics and Political Sciences
Loyola Marymount University, Peace Studies
Manhattan College, Peace Studies Institute
Marlbaro College, World Studies
Maryknoll School of Theology, Justice and Peace

McMaster University, Center for Peace Studies
Mississippi State, International Security
Pace University, Peace Center
Peace Education Foundation
Sonoma State University, Mexican-American Studies
Southern Illinois University at Edwardsville, Peace Studies
Stevenson Program on Nuclear Policy
St. John's University, Peace Studies
St. Joseph College, Justice and Peace
Stonehill College, Justice and Peace
Teacher's College, Columbia University, Peace Education
Trinity Peace Research Institute
University of Akron, Peace Studies
University of Alberta, St. Joseph's College, Theology of Peace
University of Bradford, Peace Studies
UC Institute on Global Conflict and Cooperation
University of California Berkeley, Ethnic Studies
University of California Berkeley, Peace and Conflict Studies
University of Hawaii, Institute for Peace
University of Idaho, Peace Institute
University of Kent, Politics and International Relations
University of Missouri, Peace Studies
University of Rome, International School on Disarmament and Research on Conflicts (ISODARCO)
University of San Francisco, Center for the Pacific Rim
University of Southern California, School of International Relations
University of Toronto, Peace and Conflict Studies
University of Wisconsin, Peace Studies
Washington Center for Central American Studies
Wayne State University, Center for Peace and Conflict Studies
Wilmington College, Peace Studies
Wittenberg University, Global Studies
Wright State University, Political Sciences

APPENDIX H

NON-WESTERN/ETHNIC GRADUATION REQUIREMENTS

A complete statement on this subject has been prepared by Jan Tracy, Articulation, Santa Rosa Junior College.

Many of the CSU and UC campuses presently have a graduation requirement of at least one course that deals with cultural diversity. The requirements vary from campus to campus. We are in the process of compiling specific information from the four-year schools and can provide more data soon.

A brief summary of the requirements at some of the campuses includes the following:

Chico State requires one ethnic and one non-Western course

Sonoma State requires one course in ethnic studies and World Civilization

UC Berkeley will have an American Cultures Breadth Requirement beginning in the Fall, 1991

UC Irvine requires one course in multicultural studies and one course in international/global studies

UC Santa Barbara will require one ethnic studies course as of Fall, 1991

UC Santa Cruz has a Third World Studies Requirement which is one course in ethnic minority studies or in non-Western societies

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